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ABSTRACT

In the spirit of education reform, this collection of 22 essays written by experienced teacher practitioners addresses the needs of Connecticut's teachers for effective schooling: (1) "Rediscovering Waldo: The Search for Meaning in Education Today"; (2) "Neglecting Children: Teaching Art from a Cart"; (3) "Tomorrow's Effective Bilingual Education Teachers"; (4) "Business Education: The 'Hidden Curriculum'"; (5) "Technology: Focus on the Goal"; (6) "Children Are Our Future: School Counseling 2000"; (7) "Connecticut's New Defense Industry: Its Schools"; (8) "An Appreciation of Basic Cultural Diversity"; (9) "Health and Physical Fitness Do Relate to Learning"; (10) "The Support of Parents is Basic"; (11) "Kindergarten: We Must Listen to Children"; (12) "The New Approach to Foreign Language: Do It!"; (13) "Mathematics and the Use of Technology"; (14) "Effective Teachers: The Key to Successful Schools"; (15) "Partnerships for Effective Schools: The Role of the School Psychologist"; (16) "Home-School Relationships: A New Dimension"; (17) "An Anathema to the Teaching of Science: The Structure of the School Day"; (18) "Needed: Habits of the Mind, Not a Cocktail Curriculum"; (19) "Meet the Needs of Students through Collaboration"; (20) "For Effective Schooling, Teachers Need Support"; (21) "Early Childhood Education: Dealing with the Whole Child"; and (22) "Music for the Development of the Whole Person." (LL)

*Professional Issues
In Public Education*
Connecticut Education Association

IV.

What

Connecticut Teachers

Need For

Effective Schooling

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What Connecticut Teachers Need for Effective Schooling

January 1993

FOREWORD

It is the practice of the Connecticut Education Association to publish occasional papers on professional issues in public education. This is the fourth such paper. It is a collection of essays in which the writers address the theme: *What Connecticut Teachers Need for Effective Schooling*. The writers did not collaborate with each other, and there were no editorial constraints placed upon them except for the maximum length of their essays. The result, therefore, is a distinct perspective by teacher practitioners on the needs of Connecticut's teachers for effective schooling.

Since the release of *A Nation At Risk* in April 1983, thousands of reports have been written recommending plans and detailing prescriptions for the improvement of our nation's schools. Connecticut has made its own contributions to this reform literature. This school-reform, report-writing activity continues. To a discerning reader of education reform reports, however, what is missing in the vast majority of these reports is the view of the classroom practitioner. Surely, public education policymakers should welcome and heed the concerns of this highly educated and experienced group of men and women.

The essays contained in this document breathe with each author's commitment to teaching and school children. How could it be otherwise? All have distinguished themselves by their number of years of teaching experience, the positions they hold in their respective professional associations, and their record of personal academic achievement. They write for their peers, they write for the students they teach, and they write with hope for meaningful actions to improve public schools.

Editor

Disclaimer: The ideas expressed in this paper are those of the authors and do not necessarily reflect the official policy of the Connecticut Education Association.

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ROBERT E. COLEMAN

1992 Connecticut Teacher of the Year

Rediscovering Waldo: The Search for Meaning in Education Today

"How like my classroom," I thought, "a jumble of children swirling before me and hidden in that swirl of children demanding my attention, a Waldo, waiting to be discovered."

You will never believe me when I tell you about the window display that drew me into my local book store late last summer. It should have been, I suppose, the latest best seller listed in the *New York Times* or a treatise on education. I have to admit I was fascinated by *Where's Waldo?* For those of you not familiar with Waldo, he is a cartoon character who sits hidden in the middle of hundreds of others waiting to be discovered by the "reader." Frustrated, I struggled to find Waldo amid the stumbling clowns and tumbling acrobats. A three-year-old wandered past, stuck out a chubby finger, and said, "See Waldo." He left me and toddled on to what I assumed was his accustomed place in the back of the store to peruse the "good stuff."

Waldo was so visible once he had been pointed out to me, but I must confess I never would have found him by myself. There were so many others there in that jumble. I felt a combination of relief that Waldo had been rescued and at the same time I had that feeling I get when someone gives me the answer to a crossword puzzle clue that I had not yet given up on.

I studied the rest of the picture to see what I could salvage from the experience. It became a moment of discovery for me. Suddenly the jugglers and acrobats seemed transformed. Perhaps it was the waning of summer and the letter from the superintendent welcoming me back for another year, but the cartoon figures seemed to become a panorama of the children I had met over the years. "How like my classroom," I thought, "a jumble of children swirling before me and hidden in that swirl of children demanding my attention, a Waldo, waiting to be discovered." The tightrope walker became the abused child, waiting for our eyes to meet, hoping that her sullen silence would tell me her cruel story. The sad-faced clown

became the neglected child, hoping that I would help him to discover his worth. Half-hidden behind a seesaw was the child who was ridiculed by his classmates for being different. He waits for me to tell him that his difference is his strength.

I wanted to tell the three-year-old that he had helped me discover more than Waldo, that in that child's book I had rediscovered why I became a teacher. He was on his way out and, as if to reinforce his lesson, pointed again and very matter-of-factly said, "Waldo." I understood.

The other patrons continued to look through what they thought were more substantial books. My mind wandered to memories of my first Waldo. She was named Emily. She was the one who taught me what it was like to discover Waldo by yourself.

Emily was severely retarded. She was also classified as incorrigible. When I first met her, she was 47 years old. She had been confined for 34 years in a jail cottage in a large southern training school. Emily had a terrible temper. At 13 years old she pushed her mother out of a window. When her mother died as a result of the fall, the courts placed her in the huge school for the retarded and the school in turn placed Emily in the jail cottage where she remained all those years. Those were the days before these institutions became as enlightened as they are today. There were three solid steel doors that had to be unlocked before I could reach Emily's fetid cell. Each door required two keys. Finally I was locked inside Emily's cell for the 45-minute class. A matron stood guard outside the cell door. Emily sat on the corner of the cot with her head down and shoulders stooped. Her matted hair hung over her eyes. Her arms drooped at her sides, Neanderthal like. The toilet located in the corner of the cell had overflowed so often that a green scum covered the floor.

What Connecticut Teachers Need for Effective Schooling

Rediscovering Waldo: The Search for Meaning in Education Today

My task, as a volunteer teacher, was to prepare Emily for her first communion. I was to teach her that God made her and loved her.

Our weekly classes went on for two years. We both began to look forward to them. I was the only visitor that Emily ever had. After six months the matron disappeared. After a year the cell door was left unlocked. Eventually, we held class in a visitors' room near the main entrance. Emily loved to play a game we made up. I would ask, "Who made the grass?" Emily would reply, "God made the grass." Then I would ask, "Why did God make the grass?" Emily would respond, "Because He loves me." I would ask, "Who made the trees and the rivers and the sun?" until I ran out of things. Each time Emily would answer that God made them. Emily would wait for me to ask, "Why did He make them?" and she would reply, "Because God loves Emily." The final question was always, "Emily, who made you?" And Emily would giggle and answer, "God made Emily." She would never wait for me to ask why. She couldn't hold it in. "Because He loves Emily," she would rush to say.

I got permission to have our last class outside. It was the first time Emily had been out of the "cottage" in her 34 years at the training school. Emily began to dance. She came alive. She reached down and rubbed her hands through the lush grass and asked me, "What is?" When I told her "grass" she began to sing our game and twirl and roll and cry in happiness. She began to ask me our question game. I took her lines and she took my lines. It was so natural. She became the teacher. Her final question was, "Who made Bob?" I answered, "God made Bob." She interrupted, "Because Emily loves Bob." Emily never realized she had taught me so much more than I ever taught her. She taught me the joy of discovering the Waldos hidden in that swirl of children that was to become my classroom.

She taught me that the joy of teaching is allowing yourself to be taught.

There have been so many other Waldos: Richard, who after attempting suicide, healed his broken life; Jonathan, who struggled with his addiction and finally overcame it; Paula, who raised her younger sisters after her mother died. They were all Waldos waiting to be discovered. I never would have found them if I had read the book and hadn't taken the time to look at the pictures.

That trip to the bookstore convinced me that what we need for effective schooling today is not to be found in the dusty tomes on accountability or the slick monographs on empowerment. What is needed is a return to the true basics, a return to discovering the children in our classrooms. We need to discover the Waldo hidden behind all the concerns we have about educational issues. It took a three-year-old to remind me. I think his name must have been Waldo.

Robert E. Coleman is an English/social studies teacher in the Pomperaug Regional High School Alternative Education Program in Middlebury. He has taught for 33 years. Coleman earned his B.A. from St. Mary's Seminary and University and his M.A. and a C.A.G.S. from Fairfield University.

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What Connecticut Teachers Need for Effective Schooling



KATHLEEN E. CONNORS

President, Connecticut Art Education Association

Neglecting Children: Teaching Art from a Cart

Basic and effective schooling requires support for education that is beyond the vacillations of political climates.

The basic needs of teaching are much the same as those simply stated by Virginia Woolf when she was asked to speak about women and fiction: "A woman must have money and a room of her own if she is to write fiction." Woolf also expressed the fear that she should never be able to fulfill the first duty of a lecturer - "to hand you after an hour's discourse a nugget of pure truth to wrap up between the pages of your notebooks and to keep on the mantelpiece forever." Of course, there is more to creative writing than money or a place to work as there is a lot more to effective schooling than funding and a building. There is more to be said about effective schooling than one essay could hope to address. Nevertheless, reliable financial support and a proper place to teach are too often the basic essentials denied art programs as well as educational institutions in general.

Basic effective schooling requires community support, secure and safe environments in which to work, students who want to learn, and appropriate and up-to-date facilities that are carefully maintained and accessible to students, faculty, staff, and community. Basic and effective schooling requires support for education that is beyond the vacillations of political climates. It requires an ethos and mythos that holds that access to the best available education is a most fundamental human right.

Child abuse and substance abuses have taken a dreadful toll on our children. Teachers meet these victims on a daily basis and are challenged to educate a population that is developmentally retarded compared to those of the same age a generation ago. Astute teachers believe that, educationally, we need more than just the basics for effective schooling. Our students need to have access to more than basic knowledge and

skills. They must learn how to think clearly and critically. Their creativity must be fostered in all disciplines. They need to learn how to act wisely and to respect diversity in individuals and cultures. They need to develop self-respect and to learn how to be self-reliant. In a time when information about our world is brought to us visually in such forms as magazines, movies, television, and multimedia productions, including advertisements, MTV, images of fictional and real violence, and political campaigns, all laden with layers of ethically questionable and emotionally provocative messages, it is essential that our children learn how to become much more than verbally and mathematically literate. They need to be visually and emotionally literate. President Bush's Education 2000 addresses neither of these basic needs. A "back-to-basics" mentality does not address the needs of the future, let alone the crises of today, nor does it address what is really basic for human education.

However, in too many schools in Connecticut, as in our nation, even the basics are not available. While our state has recently been busy rewriting certification regulations and promoting the BEST Program, it has followed with withdrawal of funding for the BEST Program and for much in the education budget in general. Art teachers, among others, while not having even the basics to work with, feel the burdens and frustrations of trying to help students love learning and use their individual creative abilities; be self-reliant; learn about humanity's diversity in culture, history, and aesthetics; and learn to value life and to express themselves as responsible and unique individuals. For example, elementary art teachers are too often asked to travel from room to room and school to school, teaching from a cart with supplies that are predominantly recycled materials, cheap art media, and equipment that indi-

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What Connecticut Teachers Need for Effective Schooling

Neglecting Children: Teaching Art from a Cart

cates a minimal supply budget. They see their students only once a week (sometimes once every two weeks) under adverse conditions: bad lighting, horrible acoustics, inadequate work space, sometimes teaching art in hall ways or basements next to the boiler system. What if all teachers were asked to teach under these travel and physical conditions? How effective would any teaching be? In some Connecticut cities and towns such as Bridgeport, Meriden, New Haven, and Hartford, the adverse conditions include rapid-fire automatic weapons, drug dealing, and gang wars surrounding the schools' neighborhoods and affecting the lives of all concerned, especially the children.

In spite of the adverse conditions, (po-tent indicators of the need for education in visual and emotional literacy) and the absence of basics, I have seen art teachers take on Herculean challenges and achieve remarkable successes in developing creative self-expression, self-reliance, and emotional and visual literacy in their students. One can't help but long for support of these teachers, for better educational conditions so that they could do their jobs even more effectively. However, I have all too often seen exemplary programs and extraordinary teachers in jeopardy of being eliminated due to budget cuts. Excellence in teaching must be recognized and supported, if not rewarded. If we wish to ensure emotional literacy and responsible creativity, students must have abundant access to the arts (visual, music, dance, theater, poetry . . .) in their education.

The challenges of a constantly changing student population cry out for a higher education system that successfully prepares those who would be teachers to address issues of emotional literacy, including dealing with conflict resolution, racism, sexism, hate, and prejudice. Besides the basic university requirements, those who would be teachers

need to have access to an education that weaves the above into the fundamental curriculum.

The people of Connecticut deserve a better state university system than the one that exists today. Our state university system is fiftieth in state funds for higher education. This means that those who go to a Connecticut State University to major in any subject area are probably not going to have equal access to the education that one might get at any other state university in our nation. Implicit in this condition, especially to those intending to become teachers, is the message that Connecticut does not value or support public schools as much as the rest of our nation does.

In a democracy, effective schooling requires equal access to a good education for all. It is apparent that we are tragically neglecting the educational needs of our children, especially in the arts and effective schooling in visual and emotional literacy. The arts express what is at the core of what it means to be human: our celebrations, our defeats, our families, our myths, our spiritual longings, our visions, our despairs, our hopes. If we want our children to grow up appreciating all life and with profound understanding of what it means to be human, if we want to repair damage done to the quality of teaching in our state and nation and cease making our children victims of educational abuse and neglect, we must give our children abundant access to arts education. This has never happened in our democracy. If we want to live in more than a quasi-democracy, this is part of what needs to be done to promote effective schooling. At very least, teachers need "money" and a "room of our own." Effective schooling needs more than the very least.

Kathleen E. Connors is an assistant professor of art at Southern Connecticut State University. In her 19-year teaching career, Connors has taught all grades from kindergarten through the graduate level. She holds a B.F.A. from the Massachusetts College of Art and her M. Ed. and Ph.D. from Pennsylvania State University.

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What Connecticut Teachers Need for Effective Schooling



TOMAS Z. MIRANDA

*Founding President,
Connecticut Association for Bilingual-Bicultural Education*

Tomorrow's Effective Bilingual Education Teachers

In the last 30 years we have seen a renaissance of bilingual education.

Bilingual education has been an educational activity in the United States since this country was founded. It was first included in colonial home schools and later in the 19th century and the early 20th century as part of public education in states like Pennsylvania, Ohio, Indiana, and Illinois. In the last 30 years we have seen a renaissance of bilingual education. This has occurred in two-way programs in which English-speaking and Spanish-speaking students have been integrated and involved in acquiring both languages, and in transitional programs where only limited-English-proficient students acquire basic skills in their native language while acquiring English as a second language. Its importance has been heightened by the critical role of the English language in the nation's educational process and by the acknowledgment that ethnic and racial minorities have not always been well served by classroom practices designed for native speakers of English.

The continuing influx of linguistically and culturally diverse students into Connecticut's public schools has necessitated the implementation of appropriate bilingual education programs by local school districts. Many of the limited-English-proficient students entering our schools exhibit high risk factors: They are older; they have not benefited from previous formal schooling in some instances; or they have been highly mobile, and because they have not completed a cycle of learning, they lag behind in content knowledge.

While the characteristics of bilingual education programs may vary from district to district, the goals of these programs are essentially the same: that the students (a) acquire proficiency in English, (b) achieve academic success, and (c) develop positive attitudes towards self and

school. The achievement of these goals requires that bilingual teachers charged with the responsibility of providing this direct instruction receive the training and support necessary to be able to deliver appropriate instruction.

Bilingual education teachers have a formidable task. They must set goals of English language proficiency as well as content area mastery at the appropriate grade level within the restrictions of limited time, resources, and training. During the course of four academic years, a team of researchers headed by William Tikunoff studied 58 bilingual master educators from six school districts around the nation serving limited-English-proficient students from a variety of linguistic-minority groups. Each teacher was observed during 10 complete school days in order to isolate significant instructional features for use with language-minority students. Moreover, in-depth investigations were conducted with 232 students of the master teachers in the project.

Tikunoff found "active teaching" to be the common denominator in successful programs. The process through which a student becomes functionally proficient, Tikunoff suggests, depends on effective, active teaching behaviors:

1. Effective bilingual teachers communicate clearly when giving directions, accurately describing tasks and specifying how students will know when the tasks are completed correctly. They present new information by using appropriate strategies like explaining, outlining, and demonstrating.

2. Effective bilingual teachers obtain and maintain students' engagement in instructional tasks by maintaining task focus, by pacing instruction appropriately, by promoting student involvement, and by communicating their expectations for students' success in completing instructional tasks.

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Tomorrow's Effective Bilingual Education Teachers

3. Effective bilingual teachers monitor students' progress and provide immediate feedback whenever required with respect to whether students are achieving success in tasks or, if not, how they can achieve success.

4. Effective bilingual teachers mediate effective instruction by using the native language and English for instruction, alternating between the two languages whenever necessary to ensure comprehension and thus lead the student to learning.

5. Effective bilingual teachers mediate effective instruction by integrating English language acquisition with academic skills development, thus enabling limited-English-proficient students to acquire English terms for concepts and lesson content even when the native language is used for a portion of the instruction.

6. Effective bilingual teachers mediate effective instruction by responding and using information from the students' home cultures. They use cultural referents during instruction; they organize instruction to build upon participant structures from the students' home cultures; and they observe the values and norms of the students' home cultures even as the norms of the "new" culture are being taught.

7. The instructional intent of effective bilingual teachers is congruent with how they organize and deliver instruction, and with the resultant consequences for students. In addition, the teachers communicate high expectations for limited-English-proficient students in terms of learning, as well as a sense of efficacy in terms of their own ability to teach all students.

Given the demands of the work force of the 21st century, it is crucial that bilingual teachers be properly trained in order to implement programs which not only prepare students to be viable members of this work force, but also to contribute to the evolution of the

United States as a truly integrated nation in which bilingualism is valued as part of our national heritage. As Americans, we are often frustrated by our failure to master foreign languages. Poor linguistic skills are clearly a disadvantage in diplomatic and commercial as well as intellectual spheres.

In 1980, Senator Paul Simon described the irony of our American linguistic situation: *Because of our rich ethnic mix, the United States is home to millions whose first language is not English. ... Yet almost nothing is being done to preserve the language skills we have or to use this rich linguistic resource to train people in the use of a language other than English.* Bilingual programs could be an important step in the conservation and development of this invaluable national resource. Effective bilingual teachers are the backbone of this movement to realize the potential that all humans have for being bilingual.

Tomas Z. Miranda is principal of Silvermine Elementary School in Norwalk. He has 27 years of public school experience as a classroom teacher and administrator. Miranda earned his B. S. at St. Joseph's College, Calumet Center, in Indiana, his M. A. from Ohio State University, and a C. A. S. from the University of Bridgeport.

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What Connecticut Teachers Need for Effective Schooling



WILLIAM B. HOYT

President, Connecticut Business Educators Association

Business Education: The "Hidden Curriculum"

... teachers must be given time and resources to study, analyze, implement, and assess programs and learning techniques.

Effective schooling is not merely the transfer of information from teacher to students but the active involvement of students in their own education. Involvement is an integral component of effective learning.

Business education teachers, along with colleagues in other secondary disciplines, are addressing the various emerging educational issues and trends and are actively participating in the restructuring of subject area curriculums. Teachers are involving students more in their own education, because as active participants students have a greater interest in achieving the goal of effective learning.

To achieve effective learning, changes must take place in subject content, teaching/learning styles, expectations of competencies, and the accurate assessment of diverse learning experiences. Changes must not be implemented merely for the sake of change, but must be based on sound educational expectations for success. This restructuring necessitates a dedication and commitment by all parties concerned with quality education. Connecticut business teachers are meeting this challenge and are bringing about needed changes in content, learning styles, and teaching methodology.

In addressing the issue of effective schooling, the state developed *Connecticut's Common Core of Learning*. This document lists the expectations for all Connecticut students, which are "viewed as an integrated and interdependent set of learning outcomes." This is not a curriculum but rather outcomes that result from the entire educational experience.

The recently completed *Connecticut Business Education Curriculum Guide* sets the framework for effective schooling in business education and includes the following philosophy statement:

Business education is an integral part of the total academic structure and provides a significant contribution to the education of all students in a business-oriented society. Emphasis is placed on enabling students to become productive and contributing members of society, capable of economic self-sufficiency, life-long learning and adaptability to change.

Business courses have constantly addressed most aspects of the *Common Core of Learning*, but, as with many other elective areas, have received little recognition for their contribution. The National Business Education Association refers to this course content as the "Hidden Curriculum." Business courses constantly teach or reinforce the basic education skills of reading, grammar, spelling, mathematics, economics, and geography. They also address research, communication, ethics, values, and responsibility. Furthermore, business courses integrate the higher level skills of reasoning, problem solving, critical thinking, and creativity. They provide information and skills necessary for employment and at the same time develop and reinforce the skills, attitudes, and applications needed by all students.

Nothing has influenced effective learning more than technology, and no subject area has experienced this impact more than business education. Connecticut business teachers have been innovators and, in many cases, pioneers in the area of technology. Some of the first educational applications for microcomputers were designed and developed by business teachers in Connecticut. Many of the improvements in educational software over the past few years have been brought about by business teachers who actively pursued the needs of teachers and students. They experimented, made their ideas known, and made valuable contributions in defining the role technology will play in education.

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Business Education: The "Hidden Curriculum"

Business teachers are looking to the future and are addressing modern technology as a unique challenge to education, a challenge that will have a profound impact on how and what students learn. The key to effective learning in the future may lie in the success of integrating modern technology in the learning process.

The impact of technology, including the changes it creates in teaching/learning environments, has just begun to emerge. Crucial to quality education, this integration of technology must continue and business teachers must be given the opportunity to be innovative, creative, and active participants in future teaching/learning experiences. Only with this type of experimentation and evaluation can the potential impact of technology on the learning environment be realized.

The challenge of providing effective learning for all students is being addressed by business teachers across the state. What business teachers need (what all teachers need) can be summed up in one word — SUPPORT. The efforts of teachers must be supported by the State Department of Education, district and building administrations, boards of education, business persons, colleagues, parents, and students. Business education is making a significant contribution to education reform, but support for these efforts must continue.

In this period of fiscal austerity, increased graduation requirements, declining enrollments, and limited access to technology, elective programs have been dramatically reduced and, in some cases, eliminated. These programs have a profound impact on the general education and career goals of many students; they are an integral component of quality education. Support must be given to the elective areas by a strong commitment to these quality programs.

In order to address the challenges in education, teachers must be given time and

resources to study, analyze, implement, and assess programs and learning techniques. Business teachers are faced with curriculums that must be constantly revised due to the rapid changes in business/economic conditions and continued advancements in technology. Interdisciplinary activities, school/business partnerships, Tech Prep programs, international business studies, and the integration of technology applications all need research, exploration, and time to develop and become successful.

The dedication and commitment by Connecticut business teachers is evident by the vast number of outstanding programs developed in the past few years. In order to achieve the quality of education we all desire, this dedication and commitment must continue. In these tenuous times, continued support of business education programs is essential. Business teachers need this support, and with it, they will continue the quest for effective learning for all students.

William B. Hoyt has taught for 26 years. He is a business teacher at Wilton High School. Hoyt earned his B.A. from Sacred Heart University and his M.B.A. from the University of Bridgeport.

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What Connecticut Teachers Need for Effective Schooling



JOHN T. KALINOWSKI

President, Connecticut Educators Computer Association

Technology: Focus on the Goal

... modern schools in their essence are one room schoolhouses stacked side by side.

Connecticut's teachers need to learn how to use technology.

Over the last several months, I have taken a small informal survey. Whenever I met an executive who worked in a field outside education, I would ask a simple question: "How many of your employees will have to be able to use computers and technology in order to perform their jobs?" I posed the same question over and over. I asked employers engaged in manufacturing, finance, insurance, communications, utilities, and government. The same response came back, quickly and without hesitation: "ALL OF THEM."

The answer is not surprising. Business, engaged in a struggle to maximize productivity and minimize cost, will invest in the tools that help get the job done. If the use of computers can help a business improve productivity or manage resources, business will buy computers. If technology helps a company collect, use and analyze information vital to its mission, then employees will learn to use the technology.

The electronic revolution in the workplace has transformed both the way people do their work and the nature of the work that people do. The changes outside schools have come rapidly and continue to accelerate. An electronic revolution must take place in our schools.

Recently, I took a trip back in time by visiting the Nathan Hale Schoolhouse in East Haddam, CT. With red clapboards and wide pine floorboards, this one-room schoolhouse stands proudly on a small hill nestled in the country. Closing my eyes, I could see a teacher standing at the front of the room, and students sitting at their wooden desks carefully writing assignments on paper. Oak logs burned in an iron stove. The room was warm, happy, and bright. When I opened my eyes, I realized

that schools haven't changed much in 200 years. We continue to define a school as a room with a teacher, students, some books, some pens, and some paper. The wood-burning stoves are gone, but modern schools in their essence are one-room schoolhouses stacked side by side.

The one-room schoolhouse prepared students for their future. Life required hard work, a strong back, and a certain amount of reading, writing, and arithmetic. If our schools are to prepare our children for their future, then we cannot continue to daydream about the past. If we, as a school system, are here to prepare students for their future, then we must prepare them to use technology effectively.

Students, teachers, school administrators, and school support personnel must learn to use technology to their advantage. If we, as teachers, are here to maximize the potential for each student, then we must discover how computers can help us address individual learning needs. We must use technology to reduce time spent on mind-numbing paperwork and spend more time helping each student learn. If we, as school administrators, are here to manage institutions dedicated to fostering learning, then we must take advantage of technology to help us manage resources, spend money wisely, and maximize the level of service to students and staff. We must take advantage of those tools that can enhance our productivity.

The need to use computers and related technology to advantage in our schools is clear. Every national and state report on education points out the need. Enthusiastic teachers eager to use new tools to address old problems work in every school district in the state. Enthusiastic teachers who don't have a clue about using technology work in every school district in the state. Progress in schools is slow. Most teachers work in an environ-

What Connecticut Teachers Need for Effective Schooling

Technology: Focus on the Goal

ment where expectations are high and resources are limited. Most school districts approach the integration of technology haphazardly and sporadically. How can we change?

Change begins or ends at the top with superintendents and boards of education. Change requires commitment. Educational leaders who dedicate a year to "doing technology" miss the point and waste another year. Change requires learning to do things differently. Educational leaders who address staff development through one or two large-group workshops don't understand how people learn. Change requires an effort sustained in spite of the ups and downs of school funding. Cyclical spending in public education is a given. Change requires moving toward the goal, taking small steps or large, but never stopping. Change requires leaders.

Examine any school district making progress with technology and you will find an individual or small group of individuals who have focused effort on the goal. The titles may differ: computer coordinator, technology specialist, computer consultant, advisor, teacher, resource person. But the role remains the same -- individuals who concentrate on understanding both the capabilities of technology and the needs of education. When new equipment is purchased, someone must know how to put it together. When new software becomes available, someone must help users cut through the learning curve. If a teacher cries, "Help! It's not working!" someone must be there to hear the plea, solve the problem, and minimize the interruption. Ignore these issues and you have a technology program that is effective in gathering dust.

Equipment not used or under used breaks the heart of every taxpayer. Any effort to use computers requires three separate elements to come together:

- The appropriate hardware must be in place.

- The appropriate software must be available.

- The individual user must possess the knowledge to use the hardware and software to achieve the desired results.

Skip any one of these elements and the effort fails. Many school districts purchased computers, but never got around to buying printers. What happens? A computer without a printer has no value for word processing. Many school districts purchased equipment five or ten years ago and continue to maintain that they have a relevant program. The world keeps changing. Schools exist in a time warp. Many school districts have thrown money into computer hardware without adequately addressing the need for software. A computer without software is like a radio without sound. Many school districts buy all the right pieces, but never adequately address the need for staff development. Teachers were not born knowing how to use technology. They need training, encouragement, and support.

Take a look at the world. Banks, hospitals, supermarkets, and gasoline stations have integrated the use of technology to their advantage. Take a look at schools. Graduates from the world of the little red schoolhouse would feel at home.

Computers and related technologies can help us address many long-term problems. Connecticut's teachers, Connecticut's students, and Connecticut's schools need to learn how to use technology effectively.

John T. Kalinowski is the computer coordinator for elementary schools in Hebron, Andover and Marlborough. He earned his B.S. from Merrimack College in Massachusetts, has done graduate work at the University of Hartford, and holds teaching certificates in Connecticut and Massachusetts.

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What Connecticut Teachers Need for Effective Schooling



PATRICIA A. LANDERS

President, Connecticut School Counselor Association

Children Are Our Future: School Counseling 2000

Students need specific information and counseling to address the societal problems they bring to school.

Children are the future of our families, our communities, our nation. We will one day depend upon them personally, politically, and economically. It is, therefore, in the best interest of all people to see that our youngsters develop the skills, knowledge, and attitudes necessary to become healthy, productive adults. It is in our best interest to make the United States a nation of children achieving potential. So wrote Glasoff and Koprowicz in *Children Achieving Potential: Introduction to Elementary School Counseling and State-Level Policies*. This must be the local, state, and national commitment of the 1990s regardless of social or economic factors or cultural background if children are to be successful and productive citizens in the 21st century.

But how do we achieve this commitment in our complex culture which is characterized by diverse and ever-changing values in the home, the community, and the school? Societal problems have increased dramatically. The magnitude of that increase is reflected in national statistics: every 26 seconds, a child runs away from home; every 47 seconds, a child is abused or neglected; every seven minutes, a child is killed or injured by a gun; every day, 100,000 children are homeless; every day, 135,000 children bring guns to school; every eight seconds of the school day, a child drops out; every day, six teenagers commit suicide; and every day, 2,989 American children experience divorce in their families.

Connecticut teachers and counselors must respond daily to children who cannot perform well because of abuse, neglect, violence, life in a dysfunctional family, or poor attendance. How can children affected by these problems get excited about school and learning, achieve their academic potential, or have hope for a future? How can any child be expected to develop and achieve meaningful goals without strong

academic skills and knowledge, personal and social skills, and positive attitudes and self-concepts? How can schools be effective if more than one-third of our children enter school already at risk of failure? How do we help these children in particular, as well as all children, to achieve their academic potential?

Children must be our top priority, and the school counselor plays a significant role in helping children achieve when they enter school. It is recognized, however, that social and economic forces in society have an impact on children prior to their entering school and ultimately on their rate of failure once they start school. Poverty, changes in family structure, crime, inner-city issues, housing, and limited access to job training are realities of society that cannot be resolved by schools. Since these socio-economic problems affect student achievement, all levels of government must put children first by doing whatever it takes to provide funding and supportive services for the neediest of families. This is a state as well as a national imperative if at-risk children, in particular, are to enter school ready to learn. Schools and educators cannot and will not be effective until this imperative is met through state and federal policies that assure needed resources and services. Barriers to successful learning must be reduced.

All children, K-12, should have access to school counselors who can bridge the academic and affective domain in their lives. The school counselor's primary task is to help all become better learners by providing a developmental guidance and counseling program which includes individual and group counseling and life-skills training. School counselors not only address specific problems, but they provide developmental services.

Guidance is preventive, developmental, and remedial in nature. While the devel-

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opmental aspect of the guidance program focuses on prevention and the developing of skills to cope with serious life problems, the remedial aspect ensures services that respond to immediate needs and concerns of students and teachers, whether these concerns involve information, counseling, consultation, crisis intervention, or referral. A comprehensive school counseling program typically includes four major components - Guidance Curriculum, Individual Planning, Responsive Services, and System Support - intended to assist all students with learning readiness, school adjustment, school achievement, career development, and goal setting.

The four components of a comprehensive school guidance and counseling program form the basis through which general and specific counseling services are delivered to all students, K-12. The call for comprehensive school counseling programs has been heard from many groups on the state and national levels: the National PTA in 1983, the College Entrance Examination Board in 1986, the National School Boards Association in 1986, the College Board in 1989, and the State Task Force for Guidance and Counseling in Connecticut Schools in 1991. The State Task Force Report reaffirms the importance of these services to the children of Connecticut.

Recently, national leaders have proposed six broad goals to achieve success in American education. Those goals are: (a) All Children in America Will Start School Ready to Learn; (b) The High School Graduation Rate Will Increase to at Least 90 Percent; (c) Students... Will Demonstrate Competency in Challenging Subject Matter... And Every School in America Will Ensure That All Students Learn to Use Their Minds Well, so They May Be Prepared for Responsible Citizenship, Further Learning, and Productive Employment in Our Modern Economy; (d) United States Students Will Be First in The World in

Science and Mathematics Achievement; (e) Every Adult American Will Be Literate and Will Possess the Knowledge and Skills Necessary to Compete in a Global Economy and Exercise the Rights and Responsibilities of Citizenship; and (f) Every School in America will be Free of Drugs and Violence and Will Offer a Disciplined Environment Conducive to Learning. School counselors can play a vital role in achieving these goals.

School counselors are the in-school providers for students of comprehensive prevention and intervention programs. They create a team approach to problem-solving by working in consultation with parents, school professionals, and community/business people.

Students need specific information and counseling to address the societal problems they bring to school. Early exposure to a comprehensive school counseling program builds an emotionally healthy foundation for children and results in improved academic achievement.

We must all take responsibility for our children, for their future is our future. Teachers and parents look to counselors to respond to the social, emotional, and career development needs of all students. School counselors are often the only mental health professionals to whom students will have access.

Together, counselors, teachers, parents, and policy-makers can create a powerful force in the fight to enhance the lives of our young people. Through these collaborative efforts, children will achieve their maximum potential.

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What Connecticut Teachers Need for Effective Schooling



GERRY KUROGHLIAN

President, Connecticut Council of Teachers of English

Connecticut's New Defense Industry: Its Schools

... the pattern in Connecticut over the past three years is for less time (for teachers) to plan and confer.

Women and men who do not work easily with ideas, symbols and abstraction, who cannot solve problems in a self-conscious way, and have not categories into which they can place information will find themselves in difficulty — not only in the workplace, but in the kitchen, the nursery and even a bass boat. — Philip Schlechty.

In order to operate in a multi-ethnic and multicultural information-based global economy our students must be able to think and communicate effectively. While all teachers must work together to reach this goal, Connecticut's teachers of English have long had practice with ideas, symbols, and abstractions. Much of the literature our students read is concerned with human problems and their possible solutions.

However, at the present time some students do not have an equal opportunity to learn skills which will enable them to operate successfully in a rapidly changing world. Consequently, Connecticut's teachers of English face students whose deficits the public, the state, and English teachers must address. Our present ability to attain these goals for students remains a vision rather than a reality.

If learning to live in a multicultural, multi-ethnic society and in an information-based global economy is a goal for the future, the demographics of Connecticut's towns and cities work against achieving such a goal. As noted in prior studies, Connecticut operates on a two-tiered system — one for urban areas and one for the suburban and rural areas.

One major way to attain knowledge and understanding of diverse cultures is for teachers of English to implement curriculum practices which emphasize pluralism. Literature studies should consist of works written by other than white male authors. Black, Hispanic, Native American

and South-East Asian writers — both male and female — should be included in the canon which students read. Authors such as Naylor, Hayslip, and Alvarez must accompany Dickens, Twain, and Fitzgerald.

Additionally, teachers from suburb and city need encouragement and funding to plan activities which unite their students in communal projects such as those supported by the Connecticut Humanities Council. Projects which united a Wesleyan professor with a Bridgeport teacher in effective methods of combining works of black authors with white authors have helped to foster understanding and cooperation between city and suburb.

However, the call for voluntary cooperation between city and suburb does not appear to have had adequate response. Teachers need the cooperation of government, business, and parents so that multicultural, multi-ethnic education can be possible.

The isolation of city from suburb is only one factor in a greater problem which teachers and their students face daily. As students in city and suburb are separated by race, they are in turn sorted and sifted even more in academic tracking. Effective schools are those which supply equity and equal opportunity for all students — not just those who are in the honors, A-level, or Level-1 groups. For schooling to be effective for all students, Connecticut's language arts teachers and all teachers must consider an end to tracking. They need to explore pedagogical methods which allow students equity, such as multi-level grouping and peer-response teaching.

In addition, the walls of the classroom and the schedule, which isolate the teacher's ability to confer and plan with colleagues, must be breached. Studies by Sizer, Goodlad, Joyce, and others support the need for plan-

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What Connecticut Teachers Need for Effective Schooling

Connecticut's New Defense Industry: Its Schools

ning time and collaboration not only among teachers in one discipline but across disciplines. While the Japanese are giving more time to their teachers to collaborate, the pattern in Connecticut over the past three years is for less time to plan and confer.

For teachers to collaborate and implement programs to enhance the ability of all Connecticut's students, sufficient work-day time must be allowed. Most teachers are given no more than 45 minutes a day for planning, time which rarely coincides with the planning time of other teachers. Research and development are not done after the working day in American business practice.

One major influence in uniting teachers in the same discipline as well as in cross-discipline work has been the Connecticut Writing Project of the University of Connecticut. As noted by Marilyn Cooper, director of the National Council of Teachers of English Commission on Composition, *the paramount concern in the teaching of writing is an ongoing commitment to the recognition and encouragement of productive differences in students, in faculty, in curriculum, and in pedagogical methods.* The Connecticut Writing Project, where it has been utilized within the state, has encouraged teachers and students to use a variety of responses and techniques in acquiring, evaluating, organizing, interpreting, and communicating information in a variety of formats.

The ability to communicate effectively through writing is a primary need for all students; however, Connecticut's teachers of Language Arts have concomitant needs in order to help students become effective writers. Guidelines developed by the National Council of Teachers of English call for language arts teachers to have an average of 80 students within four classes. The load for most of Connecticut's teachers is nearly double this number of students. A teacher cannot

read and comment on frequent writing as the trend toward a higher pupil-teacher ratio continues. For a student to become an effective writer, a student must be a frequent writer. Students need to write in many ways and for different audiences. Teachers of English need an overall student load which allows for frequency in writing.

While technology has enhanced the ability to write, edit, and revise in a business office, many classrooms within the state of Connecticut don't have word processors. The use of technology in and between classrooms is a major need for both teacher and students. The Connecticut Writing Project has served to help teachers realize that writing is not exclusive to language arts and that all teachers are teachers of writing. But, again, teachers need the time and the tools to achieve the goal of an ability to communicate effectively in writing.

Any discussion of effective schooling must ultimately include evaluation. A primary need for all Connecticut's teachers is a system of evaluation which encourages teaching and learning in terms of employing ideas, concepts, applications and abstractions to solve problems, deliver services, or provide useful outcomes. This system of evaluation should encourage active as well as personal responsibility for learning.

The primary purposes of assessment are to:

- (a) supply information about the student's learning to the student and the teacher;
- (b) affect decisions about the student's placement or future; and
- (c) account to political authorities.

Traditionally, school systems and the state have utilized machine-scored, norm-referenced, multiple-choice tests for

(see Kuroghlian page 47)

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What Connecticut Teachers Need for Effective Schooling



THOMAS J. FORAN

Past President, Connecticut Teachers of English to Speakers of Other Languages

An Appreciation of Basic Cultural Diversity

The recognition of the value of diversity is essential. It is not only the language-minority student who comes from a culturally diverse background.

A B C D--An Appreciation of Basic Cultural Diversity -- that's what is needed in classrooms around Connecticut. Simply a dose of A B C D.

Lately, certain buzz-words -- multiculturalism and the multicultural classroom -- have been cropping up in teacher-training workshops and inservice programs all over the state. We hear, "Where can I find a speaker on multiculturalism or the multicultural classroom?" These cries echo throughout teachers' rooms and administrators' offices. Somehow, exposure of this kind seems to be the answer to many of our students' problems. However, a workshop or two is not enough. We need to go back to the basics--the basic appreciation of the cultural diversity of all our students' lives. The recognition of the value of diversity is essential. It is not only the language-minority student who comes from a culturally diverse background. Because of our shrinking world, all teachers and students are products of an involvement with other cultural groups.

The Random House *Dictionary of the English Language* (1987) defines culture as (a) the behaviors and beliefs characteristic of a particular social, ethnic, or age group and (b) the sum total of ways of living built up by a group of human beings and transmitted from one generation to another. Gail L. Nemetz Robinson, in *Crosscultural Understanding* (1985), presents teacher definitions of culture in three categories: Ideas, Behaviors, and Products. The category of Behaviors deals with language, gestures, customs/habits, and foods; the category of Products includes literature, folklore, art, music, and artifacts. Behaviors and Products are observable cultural phenomena. The category of Ideas not observable but describable includes beliefs, values, and institutions. Observable cultural phenom-

ena can shape children's ideas about their peers.

Bulletin boards, showcases, and lobby displays of exotic artifacts abound within schools in Connecticut. Multicultural displays depicting life around the world are often evident, especially during any given school's "Multicultural Week." These displays usually exaggerate differences in cultures and, even though they attract attention only momentarily, can unfortunately produce misconceptions for today's students.

In a recent address to professional development leaders, I suggested that we begin to look at culture horizontally, as opposed to vertically. Cultural anthropologists have been doing this for years. A vertical study of culture directs its attention to one cultural group at a time. Therefore, differences between cultures are underlined and emphasized. When one facet of culture is studied, as in a horizontal approach, similarities in cultures are highlighted.

The use of cultural universals -- housing, food, dress, and other Behaviors and Products -- allows us to deal with one cultural universal across cultures. An example that is used in training Teachers of English to Speakers of Other Languages (TESOL) is the combination of a cultural universal with thematic universals as graphic organizers. The use of Food as an example of cultural universals can be accomplished with the help of the circle symbol as the graphic organizer. A circle in this study of Food can represent a plate, rice bowl, pizza, cookie, pie, or even the growth cycle. Students from all cultures can then share and find the similarities and differences in the cultures of their peers. This experience of sharing similarities can create a heightened appreciation in many of our students as they deal cross-culturally with their peers.

How then do we as educators gather

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An Appreciation of Basic Cultural Diversity

enough culture-specific knowledge to be able to relate it horizontally to several other similar and dissimilar facets of a culture? This can easily be accomplished by using resources available at the district and state level. A recent state conference on Multiculturalism offered workshops dealing with Native North American cultures. Attendance at the conference would have given us another cultural set to add to our compilation of cultural universals. Many conferences typically have workshops that will help us do this.

Back at the school level with our new knowledge, we can experiment with a cultural universal such as "Housing Around the World." Put the horizontal study approach to work. Gather books, magazines, and other materials related to this theme of Housing. Set up two sets of questions on charts for students to answer, one stressing similarities and the other differences. Employ questioning techniques that will involve students at all levels. Remember that not all questions start with a wh- word.

Also, try a writing contest around the theme "How These Dwellings Resemble Mine." On a world map, place symbols where housing of a specific type is found: wood frame home, tent, adobe dwelling, or thatch hut. Use one housing symbol to point out the cultures that use a specific type of housing. As the same symbol appears in diverse locations around the world, stereotypes will begin to dissolve. The type of housing a cultural group uses can now be related to climate. This project can be replicated with other themes such as Food or Music. A year-long study using various cultural universals in the form of graphic organizers is quite viable.

As stereotypes begin to disappear, we can begin to assess bias and equity issues in the use of multicultural materials. Much fine work has already been done in this area. Source books on stereotyping, bias, and eq-

uity are readily available; these resources can begin to be incorporated into the multicultural curriculum for our students. All students can learn to assess their own texts and materials, articulate global concerns, and begin to create change. Student-prepared materials will begin to reflect a horizontal view of culture if students are introduced to this approach and it is successfully implemented.

We hope the end product of our new cultural approach will be a beginning of an appreciation of basic cultural diversity--A B C D. An end product with no end, this appreciation will begin to extend to other school subjects and become a part of our students' lives. In appreciating other cultures, we can learn to appreciate our own, both its uniqueness and its relationship to others.

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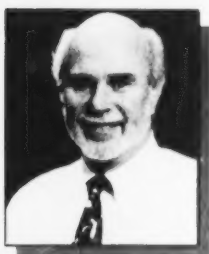
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What Connecticut Teachers Need for Effective Schooling



REBECCA GIBSON-LAEMEL and ROBERT LAEMEL

*Executive Co-Directors,
Connecticut Association for Health, Physical Education, Recreation and Dance*

Health and Physical Fitness Do Relate to Learning



By meeting the unprecedented need for more daily quality physical education and health programs, parents and teachers will see more alert, creative students . . .

Our children are our greatest investment in the future. Their success and effectiveness will depend greatly on their health and fitness. Somehow, somewhere, these two basics have been overlooked.

A health and fitness crisis exists currently. Studies from the National Association for Sport and Physical Education show shocking statistics: *40% of children ages 5-8 are already exhibiting obesity, elevated blood pressure, high cholesterol levels, and physical inactivity—all coronary risk factors. As many as 50% of our children are not getting enough exercise to develop a healthy heart and lungs.* Statistics on substance abuse, teen pregnancy, acquired immune deficiency, and other sexually transmitted diseases are equally distressing and appalling.

How can we alleviate this health and fitness crisis? The answer, as always, will be found in education. How can we provide the very best, the most effective schooling? Better education, as we know, can lead to better parenting. The partnership of teaching and parenting can be a powerful force in confronting this crisis. Our first requirement must be a strong support system, with parents being the foundation of a coalition that includes school administrators, boards of education, and the entire community. Our second requirement is strong staff development, with opportunities provided for and encouraged by our local and state departments of education and our professional associations. Positive public relations is our third requirement. Without these three key ingredients, the status quo will prevail and promises of a better future for all will fail.

Developing a strong support system will allow us to move effectively in the direction of Parent Advisory Councils for Health and Fitness in every community. This powerful presence will help regularly

scheduled Family Fitness Nights become a reality. On these coattails will come fitness homework and increased health and physical education class time during the school day. By meeting the unprecedented need for more daily quality physical education and health programs, parents and teachers will see more alert, creative students ready and willing to learn the other important lessons needed to meet the challenges and wonders of tomorrow.

With the additional support of school administration and school boards, the results of the Mastery Fitness Tests can be utilized to the fullest extent. Remedial programs can and must be established in physical education just as they are in math and language arts. Administrative and board of education support is crucial in this area, particularly considering the correlation of health, fitness, and learning. We must add to this equation parental awareness and support, programs for family fitness, and increased instruction time. We can then, and only then, begin to repair the damage done by the lack of physical education and health programs, an increasingly sedentary life style, and other health risks that our children are inheriting.

Staff development for Health and Physical Education is as valuable, needs as much attention, and must be planned with the same intent and energy as other subjects. It is as important for a child to grow up fit as it is to grow up smart. It is as important for health and physical educators to enhance and develop their skills and learn new trends and teaching techniques as it is for math, science, and language arts teachers to do so. Strong and relevant staff development programs also need support of the school administration. The requirement by some school systems that physical education teachers "sit in on" the inservice programs of other disci-

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plines for no other reason than convenience and lack of planning is senseless and a waste of valuable time.

Our professional associations have major responsibilities in the area of staff development. Their role must be to offer workshops and conferences that bring the latest research and master teachers into our state and local educational regions. Our state colleges and universities also have a key role in this area. They must reach out to their area school districts as often as possible with technical assistance and practical research applications in order to provide for more effective teaching and student learning. Teachers need to request more support from our colleagues on our local campuses. A stronger network must be formed, especially in these difficult economic times.

Leadership at the state level is a crucial link in networking and staff development. The position of Physical Education Consultant at the State Department of Education has been vacated and remains unfilled. This void is being felt now across the state. We need this position filled; valuable time is being wasted. The State Department of Education has the responsibility to provide that leadership, expertise, and vision.

Public relations is another factor in more effective schooling in Connecticut. With the support of the media, parental support can be built into a stronger and more effective force. Public service announcements and other media messages that showcase the benefits of health and physical education can be powerful in changing attitudes and, possibly, behaviors. All too often we find ourselves in the classroom trying to negate or balance negative images, misinformation, and myths with fact and reality. The messages reaching us most often and strongly through advertising and sitcoms need to come from people with health and fitness attitudes and behavior that

are strongly positive. The more positive these messages are, the more potential there will be for public support of Health and Physical Education programs. Public attitudes and fitness behaviors can rise to our expectations, just as can those of students in our gymnasiums and classrooms.

In conclusion, community leaders, education professionals, parents, and students all need to work together toward the common goal of health and fitness for all. This coalition could bring about decreases in absenteeism, health problems, and costs, as well as increases in fitness, positive health and safety behaviors, creativity, confidence, and test scores. There is no better time to initiate this new beginning than now: The Year of Fitness in Connecticut.

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Robert Laemel is Supervisor of Physical Education and Athletics in the New Haven Public Schools. He has taught for 33 years. Laemel holds a B.S. and M.S. from the University of Bridgeport and a C.A.G.S. from Southern Connecticut State University.

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What Connecticut Teachers Need for Effective Schooling



SHIRLEY RANDAZZO

Past President, Connecticut Home Economics Association

The Support of Parents is Basic

With the support of parents, community, and state and national legislators, teachers will be able to provide . . . effective schooling.

The family remains the most basic and constant service to its members and to society. Understanding the socio-economic influences that affect families helps prepare all teachers to become empathetic to student needs. Home economics teachers, historically, have a strong educational background in subject matter relevant to meeting the on-going needs of individuals and families. In addition to teaching work and family skills to youth of both sexes, home economics professionals do much to prevent teen pregnancy, child abuse, and family violence. They also promote individual and family health, nutrition, and consumer education.

Each school day, teachers are faced with a new problem or a new challenge: a likable student is in danger of losing credit for repeated absences, a quiet girl in the eighth grade appears to be pregnant. Students come from all types of families — single parent, nuclear, blended, and extended. No matter what type of family, the problems continue to surface, and home economics courses address many of the concerns and become instrumental in strengthening and preventing problems related to instability. Home economists value families.

Home economics teachers have been educated in a highly integrated field, a discipline which incorporates physical science, social science, biological science, economics, psychology, technology, and the arts. Using this background, teachers of home economics are able to address the needs of the whole student and guide him or her to manage resources and finances. Students learn transferable skills which can be used everywhere. By using these skills, one of which is becoming an informed decision-maker, students will improve the quality of their own lives and ultimately

influence the quality of life for their future families.

Teachers make important contributions to society. In order to do this, they need the support of various individuals and groups within the community, state, and nation. Basic to teaching the children is the support of parents. Parental involvement with a child's education is essential to fostering the development of the individual's full potential. Parents may need to be invited to become involved in the educational process. Some schools have formed Home Economics Advisory Boards, thus building a support system for programs and ensuring a positive influence within the community. Board members become aware that home economics courses prevent problems and are therefore cost-effective for the community.

Teachers also need the support of the school board, the administration, and all of the trained professionals within the school system. Colleagues working together will help the students in all aspects of school life, and be role models for future educational endeavors and careers.

Teachers need the support of the state legislature. Monetary support for the schools is necessary so that a large variety of courses can be offered and classes will be of a reasonable size. Students will be short-changed on individual attention if classes are too large and overcrowded.

Nationally, home economics teachers need the support of Congress to pass the line item for home economics in the Carl D. Perkins Vocational and Applied Technology Act. This educational bill is tracked through Congress by the American Home Economics Association, as are all bills pertaining to child and family issues. The Association constantly urges its members to become politically active and call their legislators. Federal

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funding and leadership are needed to assure the continuation of home economics programs that strengthen and support families and the work force.

Through research and studies sponsored by AHEA, two nationwide programs are addressing the problems of latch-key children and the prevention of teenage pregnancy. Thousands of home economists across the nation have received intensive training to implement effectively these programs in the classroom and in the community. Home economists have this pro-active organization working for them, anticipating individual and family needs as the issues evolve in this ever-changing society.

Four million youth and adults, of whom 40% are male, are served by home economics programs in secondary and post secondary programs across the country. With the support of parents, community, and state and national legislators, teachers will be able to provide these students effective schooling.

Shirley Randazzo is a home economics teacher at the East Windsor Junior and Senior High Schools. She has taught for 16 years. Randazzo earned her B.S. from Heidelberg College in Tiffin, Ohio, and her M.A. from the University of Connecticut.

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What Connecticut Teachers Need for Effective Schooling



M. JANE RYAN

Past President, Kindergarten Association of Connecticut

Kindergarten: We Must Listen to Children

... the kindergarten child needs more than what has been historically his or her classroom time.

Connecticut kindergarten children need classrooms that are inviting and colorful and that say come and touch, come and use, come and make me a part of your life. Interest-center materials should be arranged for children to react with and should include activities that involve more than one mode of learning, along with related books and tapes. Classrooms in Connecticut need to move away from the sterile practice of seating all children at tables at one time to listen to the teacher or to work on the same activity. Classroom arrangements should be flexible, not static. Furniture lay-outs tell children what is important.

The snack area should consist of one or two tables. This arrangement allows for informal groupings when individual children need nourishment, not when the teacher decides it's time for eating. Each classroom should have a "school set" of blocks with many, varied sizes, along with the companion accessories - trucks, cars, people, and animals. A large part of the floor space should be assigned for block use, and there needs to be the necessary shelving for storage. Block buildings should be allowed to remain up for further exploration and extension rather than being dismantled daily. The child needs materials to react with and on in the fields of math and science. The child also needs a large area of the room devoted to the creative exploration of art materials. There should be an attractively arranged home set-up, as well as other theme areas.

Kindergarten children need teachers who are facilitators of learning rather than instructors, teachers who are good observers as well as good listeners. Young children need teachers who quietly guide rather than always give directions. The child needs a teacher who is keenly involved in the art of listening. Children have much to

offer when we truly listen. And if we truly listen, we must act upon that which has been shared by the children. This acting-upon is of utmost importance if we are to lead the children entrusted to us to achieve their potential. This action may involve a change in the teacher's plans because of a need for clarification or extension of a child's concept, or it may mean that because of what has been heard others may need to be involved to help the child and the teacher. If intervention is implemented today, it might not be as costly and as involved as it will be when done in the later life of the child.

The kindergarten teacher should be part of an involved team of professionals committed to meeting the needs of individual children through planning for needed services in the general learning environment, the home, and the community. When needed, the classroom teacher should be able to call on team members to observe the child in the classroom environment. Early childhood teachers who are thoroughly based in early childhood principles and practices should be recognized as knowledgeable practitioners in the team approach to detecting and solving problems that affect the lives and education of the young child.

The teacher of the kindergarten-age child needs to have abundant amounts of patience and empathy. The teacher must have a solid base in early childhood education and should have broad college work experience with young children. This experience should start in the freshman year, and it should also involve direct contact with the child who has special needs. The college student should have observational contacts with kindergarten classrooms where the importance of play is recognized and is the basis for curriculum decisions.

It is a fact that the kindergarten child needs more than what has been historically

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Kindergarten: We Must Listen to Children

his or her classroom time. The child needs an extended day. A five-hour school day is an appropriate length for the kindergarten child. There should be in every building an after-school-care program for those children who need it, and this program should be provided in a separate room maintained for that purpose only. It should be staffed by trained adults who will remain in contact with classroom teachers to allow for continuity in programming. Connecticut needs to look at the current practice of transportation cost being a primary factor in determining the length of the school day for young children.

The additional time at the end of the day would be utilized by the teacher for setting the interactive centers for children to explore and for working with parents and staff. The teacher should be allowed to have flexible time to allow for evening parent work. The teacher should be recognized as a professional who would use this alternate work time in a valuable way.

Sufficient money in school budgets should be assigned for kindergarten materials each and every year. Puzzles, blocks, games, and books are as crucial to early childhood programs as textbooks and workbooks are for older students. Early childhood teachers are known to spend a great deal of their own money for learning materials used in their classrooms. There should be a fund for teacher use for some of the activities such as cooking and crafts.

The Connecticut Mentor Teacher concept is an excellent one, but the mentor of a kindergarten teacher should always be a recognized early childhood professional. Since there is no longer any financial subsidy for mentoring, school systems should allow the mentor teacher some personal leave days to be used whenever the teacher wishes. It would be a nice form of recognition.

The assessment of a first-year kinder-

garten teacher is an area that should be re-examined. The assessment process is dictating programming that is inappropriate for five-year-olds by requiring an assessment of an instructional period of 45 minutes. The assessment should be based on techniques and objectives as outlined in *A Guide to Program Development for Kindergarten* (State Board of Education, 1988).

Kindergarten teachers need to speak out for children. Many in Connecticut have acquiesced to decision-makers who have not had a firm background in early childhood education. Textbook companies have influenced the learning environment to a great degree. The concept of whole language has brought about radical change, but, again, teachers must be aware that this not become the decision-maker for what may be inappropriate expectations. Teachers must be adamant that play remains the primary component of the classroom curriculum and that large segments of the day are devoted to it.

Play is an enabler. Through it, a child develops into a well-rounded individual. It encourages a child to try out the real world, to find out how to get along with others, and to try new ideas. Play allows one to feel competent when trying new activities. It fosters problem solving and creative thinking. Play is essential for young children to learn to the fullest extent. The teacher is the prime instrument for the facilitation of this play - asking questions, extending language understandings, searching for and arranging materials, and encouraging children in the investigation of their classroom and neighborhood environment.

M. Jane Ryan is a kindergarten teacher at King Street Primary School in Danbury. She has taught for 39 years. Ryan received her B.S. from St. Joseph College and her M.A. from Fairfield University.

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What Connecticut Teachers Need for Effective Schooling



EMILY S. PEEL

Past President, Connecticut Council of Language Teachers

The New Approach to Foreign Languages: Do It!

... to stay
where we are
is to travel
backward into
the future.

A Zambian proverb says, "Begin where you are but don't stay there." It is good advice for all of us. Our ethnic diversity at home and growing global interdependence have raised economic, political, and social issues which emphasize international education and the need to experience how other cultures think and live. The impact of our changing world has joined research on effective learning to forge an instructional revolution, particularly in foreign languages. That coalition now challenges teachers, administrators, and policymakers to change perspective and approach, to lay aside old ways, and to embrace the new. For effective schooling in the 1990s, we need to join this instructional revolution.

A few years ago, Connecticut was a national leader in foreign language enrollments and had a reputation for being on the cutting edge. We were the first state to create and administer a proficiency test of five skills in five languages. Today, we no longer lead in enrollments or in innovation. We have fallen behind states which have foreign language mandates and make early foreign language study part of the core curriculum. Teachers in some other states are at least five years ahead of us. They have extensive programs at the elementary level (including Latin) and have instituted new approaches to effective foreign language learning.

The new focus is on what the learner CAN DO WITH the language rather than what the learner KNOWS ABOUT the language. It is a major shift in design from one which has emphasized rote memorization to one in which communication is the driving force. (In classical languages, reading is the driving force.) It is a design in which students from the beginning address needs, give descriptions, state wishes, comment

and defend opinions, and practice culturally appropriate behavior. They learn to express themselves in meaningful situations and develop their ability to think critically, listen and understand, speak, read with meaning, and write.

The goals are to make learning integrative, meaningful, and personally relevant to students. Essential features include: (a) the use of "real" language, which is spoken and written by and for native speakers; it is what is called "authentic texts," and resources include videos, tapes, newspapers, magazines, and other printed material; (b) the integration of higher order thinking skills at every level, including beginner's; (c) the expansion of learning by spiraling or reentering familiar themes in a planned sequence to enable learners to use more sophisticated language and become more culturally aware; and (d) a longer sequence of study to allow learners the time it takes to develop new communication skills beyond the novice and intermediate levels.

For teachers, this curriculum shift represents change that is hard even though it makes sense. For years, we have defined our teaching by chapters or the grammar taught and the books completed. Still, we have known that what we teach is not always what students learn or remember. We have known that only a few students have elected to continue a language beyond college entrance requirements and, if they do not intend to go to college, they do not enroll in foreign language study at all. We have supported or left unchallenged for too long the myth that languages, including Latin, are not for everyone. Our methods and program design have made it so. Until now.

Four major factors have altered forever our path: the national need for language and cultural competency, research on how we acquire a second language, the

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Teachers Need for
Effective Schooling

The New Approach to Foreign Languages: Do It!

American Council For The Teaching Of Foreign Languages Proficiency Guidelines, and extensive educational studies on how we learn.

FACT: Virtually all children can learn to understand and communicate in another language, particularly if they begin early in elementary school and remain in a sequential, well-planned program through the twelfth grade.

FACT: Research shows that second language study improves native language skills, SAT scores, and other testing results.

Our path is clear. From kindergarten through twelfth grade we must introduce and deliver longer foreign language programs that are age-appropriate, more content-specific, and integrated with other curricular areas. These programs must reflect current research and the realities of what an educated citizen needs now and for the 21st century.

Once implemented, such programs would realize the 1987 Guidelines on Culture and Language set forth in CONNECTICUT'S COMMON CORE OF LEARNING, guidelines which advocate that: *As a result of education in grades K-12, each student should be able to understand and communicate in at least one language in addition to English...recognize the commonalities and differences that exist in the structure of languages...and demonstrate an understanding of other cultures and their roles in international affairs.*

To make that happen, we must cultivate an all-inclusive perspective and mesh how we teach with how we learn. We must:

- give students activities and experiences embedded in a meaningful, personally relevant context;
- use themes such as family or leisure to organize information and create patterns which students can recall;
- offer questions and exercises that are open-ended to encourage student creativity;
- communicate in the language most of

the time to create a classroom "cultural island;"

- create a positive environment, fun and free from embarrassment, in which students dare to risk error for the sake of learning; and

- foster a collaborative role for students, particularly in assessment; empower them to think for themselves and encourage them to be life-long lovers of learning.

To join our colleagues in this national movement and replicate effective foreign language learning in our schools, Connecticut foreign language teachers must obtain the active support of the Connecticut State Department of Education and Board of Education, local Boards, administrators, and parents. We need ongoing professional development in the new foreign language approach, assessment practices, and program design. We need expert curriculum leadership and resources that provide "authentic texts." Particularly crucial is access to the new textbooks and technology which are revolutionizing language learning everywhere. Videos and satellite programs can bring the language and the culture right into the classroom. FAX machines can link our classrooms with those abroad. Computers can provide creative writing practice as well as review and drill. The language labs of today have state-of-the-art curriculum and technology which interest and engage students in listening, speaking, reading, and writing.

Technology that is increasingly so much a part of other subjects ought to be part of foreign language learning. The immediacy of its visual and auditory messages communicates and reinforces authentic language and culture as no textbook can. Yet most foreign language teachers have limited or no access to this classroom

(see Peel page 47)

Emily S. Peel, with 21 years of teaching experience, is the Teacher Leader of Foreign Languages (grades 7-12) and Spanish teacher at Wethersfield High School. She has earned a B.A. from Emmanuel College in Boston, her M.S. from Saint Michael's College in Vermont, and a P.D.A.S. from Southern Connecticut State University.

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What Connecticut Teachers Need for Effective Schooling



KENNETH SHERRICK

President, Associated Teachers of Mathematics in Connecticut

Mathematics and the Use of Technology

Adults, parents, relatives, and teachers need to be positive role models for our young people. . .

Several related factors contribute to effective schooling. These include parental support for success in mathematics, a curriculum that provides appropriate content for all students, and a teaching staff willing to experiment with and adopt new techniques.

President George Bush has stated that the United States will be first in mathematics and science by the year 2000. Simply saying this will not make it happen. We live in a society that does not value achievement in mathematics. Many parents arrive at parent-teacher conferences and immediately inform the math teacher that they were never good at mathematics. Adults at social gatherings unashamedly proclaim, "I cannot balance my checkbook." This was further emphasized when the ever-popular television character Murphy Brown said in her highly rated premiere episode of the 1992-1993 season, "I may not be able to balance my checkbook, but . . ."

Would these same adults or television characters admit to being illiterate? They certainly would not. Adults who cannot read keep this fact a secret, but adults who cannot perform simple calculations freely admit it. The message to our young people is that we accept, without question, poor mathematical performance. Because of this attitude, many of our young people have role models who openly profess mathematical ineptness.

I do not want to stigmatize a person who admits to difficulties in mathematics, but I do believe that admission should not be worn as a badge of honor. If we can have Literacy Volunteers who do a fantastic service to aid adults who have difficulty reading, then, perhaps, we should have Numeracy Volunteers to aid adults who have difficulty in mathematics. If it were less acceptable to be poor in mathematics,

then it would become more acceptable to do well in mathematics. People who excel in mathematics would not be looked upon as being unusual, but would be respected and valued.

Adults, parents, relatives, and teachers need to be positive role models for our young people by encouraging the study of mathematics, by demonstrating ability to do mathematics in everyday life, and by appreciating the youngster who does well in mathematics as much as we appreciate youngsters who do well in athletics or fine arts.

The curriculum for mathematics must be appropriate for today and must also prepare students for life in the year 2010 or 2020. A curriculum that emphasizes computation as its major goal cannot do this. Students do need to understand how to compute, but will never spend much time in their adult life doing paper-and-pencil computation. It is unnecessary to spend several years in elementary school drilling on computation when a \$2.98 calculator is readily available. It is more important to be able to use estimation and to know when to question the answer than it is to become the quickest student in the class at answering 50 addition examples. A student who knows which operation to select to solve a problem has learned a more valuable skill than rapid calculation.

On the secondary level, virtually all students should receive a background in algebra. The question is, however, what algebra should be taught? The algebra curriculum should be reviewed with respect to current technology. A typical algebra example is:

$$\text{Simplify } \frac{a}{b} + \frac{c}{d} + \frac{e}{f}$$

The solution found in most algebra texts is:

$$\text{Solution } \frac{adf + bce + bde}{bdf}$$

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Mathematics and the Use of Technology

However, is the solution - a complicated fraction with a numerator of three terms over a denominator which is the product of three variables - simpler than the original example?

The solution was in simplified form 20 or 30 years ago in our society because mechanical calculators had great difficulty performing division. Because division was performed by repeated subtraction and was time consuming, division was avoided. The "solution" requires only one division, while the original example requires three divisions. Is division more time consuming than addition or multiplication in today's world? The answer is NO. Today's \$2.98 calculator divides as quickly as it adds. Examples such as this prepare students for a society that no longer exists. Please keep in mind that the curriculum is supposed to prepare students for the future. Since much of the algebra curriculum prepares students for the past, it must be reviewed and revised.

Mathematics teachers need to examine the *Curriculum and Evaluation Standards* published by the National Council of Teachers of Mathematics. The documents call for a reform in school mathematics. As our society changes from an industrial to an information society, a shift in the curriculum and methods must occur. Many discussions between educators will be necessary as the curriculum is being revised. In a rapidly changing society, curriculum revision must be an ongoing process.

The students who enter classrooms today are not the same as they were 30 years ago. Today's students have experienced many types of technology. Electronic toys, television, computers, calculators, video-tape players, and recorders are among the appliances of the age in which we live. How can a teacher armed with a piece of chalk or overhead-projector marker compete for the child's attention?

Today's classroom teacher must utilize technology in instruction. There are many types and levels of technology, and they should be used at appropriate grade levels. For example, students can progress from four-function calculators to fraction calculators to scientific calculators to graphing and programmable calculators. The computer has not replaced the classroom teacher but can and should be used as a valuable aid to help students explore various aspects of mathematics. Television, especially through the use of video-tape, can be used to supply real problems in the mathematics classroom.

Teachers need to examine not only the learning styles of their students but, also, their own teaching style. The time when the "sage on the stage" was the only way to teach mathematics no longer exists. The lecture on mathematics still occurs, but other techniques also must be utilized. Instruction in mathematics is no longer a process in which students passively absorb information. Instruction and utilizing a computer software program can be done individually or with a small group of students assigned to one computer. Video-tapes or compact disc players present mathematical ideas to students. Students can present mathematics to their peers, or students can work in groups. A blend of these and other techniques needs to occur in today's classrooms.

Classroom teachers need to be willing to experiment with new techniques. They need to be allowed and supported by their administrators to learn how to use alternate techniques. They also need time to meet and share with their colleagues, both within their school and at state and regional meetings. Teachers need to have the opportunity to take a risk and utilize these new techniques.

(see Sherrick page 47)

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What Connecticut
Teachers Need for
Effective Schooling



M. MARY MURRAY

President, Connecticut Reading Association

Effective Teachers: The Key to Successful Schools

... the effective teacher must often move forward alone if, indeed, forward movement is possible.

Effective schools will come about only with effective teachers. No matter how much money or other resources a school system has at its disposal, without effective teachers the goal of creating an effective school will not be reached. While this seems like such a simple concept, and several programs have been developed to define how an effective teacher should act, few attempts have been made to analyze the characteristics of those teachers whom we consider to be exceptional. An analysis of those qualities which makes some teachers outstanding is offered here.

One thing effective teachers possess is VISION. These individuals do not simply look at the future as a reference point; they are in the future. They translate for the rest of us what things will be like in the adult world of the children with whom we work. They are aware of the challenges that lie ahead and have created solutions for the problems there. When they think about the world in which our students will live and work, effective teachers understand that getting and holding a good job will be more challenging in the future than it is now or has been in the past. They see the work world of the 21st century as one in which the ability to read and write will be essential to functioning at every level of society, and, for many, the need to do so at very sophisticated levels of understanding will be expected. Effective teachers understand that the ability to work in cooperative groups, to take risks in the workplace, to deal comfortably with advanced technology will be expected by all workers, and that personal satisfaction in one's job will be a goal for all individuals and not a fortunate byproduct for a few. The vision effective teachers possess is not a static thing; it grows and moves through many stages, just as their thinking and their viewpoints also grow

and move.

Effective teachers are INSPIRED. They believe in the possibilities of each child with whom they deal on a day-to-day basis. For them, there is no such thing as a child who cannot learn; there are only obstacles to be overcome in helping some children to become the best learners that they can be. Effective teachers' inspiration fuels their willingness to search for and find a way to help each student who needs a new and better approach.

Another characteristic of effective teachers is that they are PROFESSIONAL. They are masters of their craft and as such have a strong basis of knowledge in one or more areas of content knowledge. They are constantly updating themselves on new trends in their content specialty and, if suggested strategies seem worthwhile, they translate them to their classroom teaching. In addition, effective teachers have studied the research on how children learn and they adapt their teaching to those principles. Because they value those principles, their classrooms are very active places where students are not taught the meaning of things but are helped to create their own meaning. Effective teachers don't necessarily let go of the reins of learning; rather, they judge when it is appropriate to hand them over to the student. There will be a lot of modeling going on in their classrooms and a lot of involvement in learning that is based in real-life, purposeful situations, not fabricated, isolated drill instruction.

CREATIVITY is another hallmark of effective teachers. Because their professional knowledge and awareness of futuristic trends is so sophisticated, they are always pushing beyond the outer limits of curriculum. They constantly create new ways to present topics to their students and would never be satisfied to allow a teacher's manual to dictate to

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them how to develop a lesson. They are never satisfied with things as they are and see as their responsibility the need to raise curriculum and learning to new levels. Just as they expect their students to create new meaning as they read and learn, effective teachers create new meaning in their own levels of content-area knowledge. As a result of their creative approach to teaching, the environment of their classrooms is constantly in flux.

Effective teachers are constantly ENCHANTED by the students with whom they work. They delight in unlocking the many mysterious, wondrous, and unexpected thoughts and ideas that lurk in the recesses of their students' minds. The background experiences that children and young adults bring to various learning situations will be seen by effective teachers as a wealth of opportunity for learning. To them, no thought generated by the student is unacceptable or wrong, since there are few right and wrong answers. In effective teachers' classrooms, students will be encouraged to share their ideas and will be evaluated by expressing their understanding of content in written and oral form or through projects and other creations. Ineffective teachers' classrooms, simply filling in blanks on worksheets or multiple choice items on tests or quizzes will not be seen as an acceptable way of assessing students' growth.

Lastly, effective teachers are INDEPENDENT THINKERS who must concomitantly possess great COURAGE. The ideas of independent thinkers who are teachers are not normally well received at the upper levels of American public education. Often creative thinkers in education are considered to be pariahs in a profession which should be a vanguard for innovation in American society. For that reason, the effective teacher must often move forward alone if, indeed, forward movement is possible. He or she must have the courage to hold onto his or her philosophy

and beliefs in the face of adversity. It is unfortunate that so many bright, creative teachers have been forced to move into other fields of endeavor because the education profession and the public they serve were unwilling to see the future through the teachers' eyes. Effective teachers cannot accept the fact that the same public that criticizes our schools as being ineffective is often the very source of preventing needed change.

If we hope to make our schools effective, we must foster in those who enter the profession the qualities that effective teachers possess. Content-area knowledge and caring about children, though important elements of effective teaching, will not be enough. The education profession and the public must also open their minds to the thoughts and vision of those teachers presently with us who have the talent and energy to bring our schools effectively into the 21st century.

M. Mary Murray is a reading consultant for the Newtown Public Schools. She has taught for 26 years. Murray received her A.B. from Emmanuel College in Boston, her M.S. from the University of Bridgeport, and her Ph.D. from Boston College.

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What Connecticut Teachers Need for Effective Schooling



RONALD BENNER

President, Connecticut Association of School Psychologists

Partnerships for Effective Schools: The Role of the School Psychologist

To address successfully student needs in the 21st century, educators must unite.

As we contemplate restructuring education for the 21st century, we must consider the needs of today's students.

Two decades of societal changes have resulted in new challenges for all educational personnel. Schools not only educate but provide a setting for the social and emotional development of children. Therefore, today's schools must address both the psychological as well as the educational concerns of children.

Today, America's students face economic decline, community violence, and a changing family structure. Drug abuse is more prevalent among all age groups, causing many students not personally involved to be affected by sibling and/or parent participation.

Because of these changes, students' coping skills are challenged; problems such as poor behavioral adjustment and diminished academic motivation often result in school failure. Other changes, such as increasing cultural diversity, challenge teachers and support staff if they are not adequately prepared.

To be effective, educators and schools must address individual differences in intellectual capacity, social and emotional adjustment, and motivation. This requires a knowledge of children's cognitive, social, and emotional development; and of the influence of family, peers, schools, and communities in developmental and adolescent socialization processes.

Because of problems previously outlined, it is often necessary to address social and emotional issues before academic ones. Also, we can no longer address students' needs solely on an individual basis. Instead, classroom-wide, school-wide, and community interventions have become necessary.

It is unrealistic to believe that teachers

can face these challenges alone. Effective schools require collaborative efforts among teachers, support staff, families, and community agencies. Because home environments affect school performance so pervasively, parent involvement is critical to a child's progress. Further, research suggests that concordance between home and school facilitates academic achievement.

School psychologists are critical staff members who can assist teachers in addressing students' social, emotional, and motivational needs and in facilitating the collaboration of school, family, and community personnel. School psychologists can also fulfill diverse roles involving such direct and indirect services to students as:

1. Providing crisis prevention and crisis intervention.
2. Evaluating individual students and programs.
3. Providing individual or group counseling to students and/or parents.
4. Developing, implementing, and evaluating intervention to address social skills deficits, suicide, drug abuse, divorce, violence, and similar problems.
5. Designing and conducting research to identify the needs of students and school personnel, and documenting the effectiveness of educational and mental health programs.
6. Serving as consultants to teachers regarding individual students or programs.
7. Providing educational programs for teachers and parents on topics such as promoting social competence, child and adolescent development, suicide, drug abuse, and divorce.
8. Providing information about systems changes and implementing social-skills training, crisis intervention, and multicultural-awareness programs.
9. Providing collaboration with com-

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munity agencies and families, including referral services for specialized needs; coordinating specialized consultant assistance in planning or implementing school-based programs; and facilitating acquisition of parent-education programs and locating resource centers.

10. Facilitating the involvement of parents in the education of their children.

11. Assisting in the design of problem-solving strategies among a multi-disciplinary team of education professionals.

12. Providing assistance to students and their parents in implementing transition plans after graduation.

To address successfully student needs in the 21st century, educators must unite. The many challenges facing students require collaborative efforts, and the school psychologist can play an important role. Professional, non-competitive collaboration on the part of the school staff who influence students' social and academic development is as vital to student success in the 21st century as was the singular, dedicated teacher in the one-room schoolhouse at the dawning of our present era.

Ronald Benner is a school psychologist at the J. Franklin O'Brien Learning Center of the Seymour Public Schools. He has taught for 24 years. Benner holds a B. A. from New Haven College, an M. S., and two C. A. G. S. endorsements from Southern Connecticut State University.

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What Connecticut Teachers Need for Effective Schooling



DeETTA BREITWIESER

President, Connecticut Association of School Social Workers

Home-School Relationships: A New Dimension

Problems
today are too
complex for
the talents of
one specialist.

Just ask any teacher in Connecticut, whether in city, country, or suburbs, and he or she will tell you the problems that must be dealt with in the classroom are of such magnitude that "battle fatigue" results at the end of the day. Part of this stress may be attributed to a feeling of helplessness teachers have in trying to assist students overcome conflicts they bring to school every day. Headline events - assault, teen pregnancy, child abuse, divorce, drug abuse, suicide, and homicide, to name a few - are all too often experienced on a personal basis by our students.

In a recent *New York Times* interview, Isaac Fulwood, Jr., former Police Chief in Washington, D.C., noted the ineffectiveness of tough law enforcement on the war against crime and violence when he said, *What matters . . . is reaching children who are growing up in a world that is morally out of kilter. What must happen . . . is to save our children at a much earlier age, to intervene in their lives.* Chief Fulwood resigned his post to become the District's Director of Youth Initiatives. Evidently he is not giving up the battle, but trying a new tactic.

Perhaps the time has come for the schools to try a new tactic by taking the lead role in intervening early in a child's life to combat some of the problems preventing our students from achieving their potential. We need to move from a reactive stance to a proactive one.

A number of programs across the country, as well as in Connecticut, are making significant contributions in the fight against problems undermining students and their families. Dr. William Glasser, in his Quality School concept, has adapted the methods of W. Edwards Deming, who devised a plan called "Total Quality Management." Concentration is on the premise that with improved school climate, stu-

dents' successes will be increased.

Dr. James P. Comer, a Yale University child psychiatrist, has developed the idea of the school as a family center where students and families can obtain a myriad of services such as day-care and health-care clinics. Dr. Comer has trained teams of school staff to address better the social and emotional needs of children and families.

Dr. J. Brien O'Callaghan, a clinical psychologist and marriage and family therapist in Bethel, Connecticut, takes home-school relationships to new heights with his Family/School Collaboration Program, which involves the teacher and other relevant staff from both within and outside of school in actual family therapy sessions held in the school. The opportunity for solutions is greatly increased by utilizing the input and resources of all members. Issues of confidentiality rarely arise as there is an open discussion of the causes of the student's family and school problems, which brings the school staff into a more intimate relationship with the family.

All three of these programs call for a change in the traditional role of the school and the teacher. While Comer connects the students' environment with the school and Glasser focuses on the environment within the school, O'Callaghan reaches all aspects of the student's life with a systems approach that gets quickly to the root causes of student conflict and puts all systems to work together in arriving at solutions.

A prevailing notion that family problems are not the school's business perpetuates the stigma attached to social and emotional problems. This notion is also, perhaps, the precise reason why many families struggling with a multitude of problems tend to avoid the schools like a plague. School officials can sometimes project a "holier-than-thou" attitude which implies a superiority

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that can intimidate even the stouthearted. However, in a meeting such as Dr. O'Callaghan's, when a family is engaged in discussion of issues which may have affected a teacher or administrator at some point in his or her life and which the school staff is secure enough to share with the family, an understanding and bonding takes place. None of us is immune from today's problems; when we admit our problems, we can better help each other. Isn't this what we ask of families?

Other changes can also be made to help our schools function more effectively in solving students' problems. To help eradicate child neglect and abuse and student truancy, schools should be assigned the authority presently with the Department of Children and Youth Services (DCYS) and the Juvenile Court.

When child abuse or neglect is reported to the DCYS, a staff worker often interviews the child at school. This person is a complete stranger to the child and to the family and, yet, is expected to effect a change in a family which is, in most cases, hostile toward such interventions. Because the child is unfamiliar with the DCYS worker, he or she often does not trust enough to confide in him or her, and the case must be closed.

In schools where programs such as the aforementioned have been operating, teachers, with assistance of pupil personnel workers, could be the most likely persons to handle such abuse/neglect referrals because they would know the child and family. While teachers and school staff would need some specialized training, most teachers already have a much more extensive background in child study than does the average DCYS worker. The school social worker, who must have a master's degree in social work, has specific training and knowledge in work with troubled families.

If schools were to assume this increased responsibility, they should receive adequate

funds to do so. Costs would include raising salaries for school staff, the hiring of substitutes to cover classes while teachers meet with parents, and the hiring of additional pupil personnel workers. At the very least, each building should have its own full-time school social worker, school psychologist, guidance counselor, school nurse, speech and language clinician, and occupational therapist. Enhanced relationships with parents could result in unearthing many abusive situations which would otherwise go unnoticed.

Regarding truancy, the present referral of truants to Juvenile Court services is ineffective for reasons similar to those above. The Juvenile Court worker has only the leverage of authority to place the student on probation or in the Court's custody. Again, is coercion the most effective way to change behavior on a lasting basis? Why not give the schools the authority to petition the Court in cases of abuse, neglect, and truancy? This would free DCYS to work exclusively with the child population not of school age, a much more hopeful time to intervene. It would also free the Juvenile Court to deal with criminal behavior (although even that could be dealt with effectively through school intervention in Dr. O'Callaghan's model). Money allocated for DCYS and Juvenile Court work could be targeted for the schools.

The Pupil Personnel Team, together with the family, school, and community staff, has a better chance of success in helping students than one person acting alone, whether a school employee or someone hired as an outside agent. Problems today are too complex for the talents of one specialist. An outside therapist does not know the inner workings of the school, the personalities, classroom dynamics, peer interactions. All too often, outside

(see Breitwieser page 48)

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What Connecticut Teachers Need for Effective Schooling



ELOISE FARMER

President, Connecticut Science Teachers' Association

An Anathema to the Teaching of Science: The Structure of the School Day

In order to cope with the problems of information overload and laboratory preparation and clean-up, science teachers have two additional needs: more preparation and planning time, and more conference and workshop availability.

It has often been puzzling to science teachers that, while many of the demands for improvement in our schools are centered on science and mathematics, there is so little understanding of what is needed to meet these demands. Schools in the United States have always produced successful scientists, engineers, and medical professionals, and probably could continue to do so without significant change in the way science is presently taught. Where change is most needed is in science education of the non-scientists who will enter a rapidly changing technological society for which they will need new skills.

What would science teachers ask for to meet these demands placed upon them? We share many of the same requirements that all classroom teachers have: adequate facilities and equipment, well-supplied classrooms, a safe and comfortable environment, manageable class sizes, fewer preparations, fewer non-teaching duties, provision of adequate planning time, and adequate support personnel where needed. However, the nature of science teaching leads to some striking additional needs specific to science as a discipline. Scientific research increases knowledge every day, making it necessary for science teachers to continually be updated so that material presented to students is accurate. Selecting what should be taught to students and to what depth it should be taught out of this massive, ever-increasing body of knowledge is extremely difficult.

Science teachers are also required to supply hands-on laboratory experiences; this necessitates maintenance of equipment and living organisms. Technological equipment is expected to be used in laboratory-based curriculums by science teachers who began their careers before any of this equipment was available. These same teachers

are reminded by the Occupational Safety and Health Administration (OSHA) that they must maintain a laboratory free of a variety of physical and chemical hazards. Chemicals once used routinely in labs are now considered extremely dangerous and their use forbidden. Safe disposal of chemical waste is of primary concern, and every science teacher needs to know how disposal is acceptably carried out. Some teachers must also deal with students who are allergic to materials used, or who may have an objection to the use of animals for dissection.

In order to cope with the problems of information overload and laboratory preparation and clean-up, science teachers have two additional needs: more preparation and planning time, and more conference and workshop availability. Many high schools and middle schools schedule science teachers into five periods per seven-period day, added to one preparation period and a study hall. Thus, there is not adequate laboratory time for student work or special projects, to set up or clean up labs, nor to do any continuous or extended scientific work or study. Longer periods need to be built into the schedule, and science teachers need to be relieved of study hall and home-room duties. This would enable the teacher to read the current literature, to maintain laboratories, and to work with students on projects. Science teachers also need to be allowed to attend workshops and conferences which will help them to keep abreast of changes.

At the elementary school level, there is an even greater need for teacher workshops and inservice time. Because of the rapid changes in science and very little science preparation, many elementary teachers may be ill-equipped to teach hands-on science, and have even less time than secondary teachers to maintain equipment and prepare materials. As a result, elementary classroom

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teachers feel uneasy about teaching science. This unease can very easily be communicated to students, leaving them with the impression that science is too difficult to learn. There is a great need for better teacher preparation and renewal in all areas of science education.

Every school district needs a science specialist who will help teachers with problems and will provide them with inservice training, and instructional assistants to help maintain and prepare laboratory materials. Many districts provide instructional leadership through hiring specialists in reading and language arts, mathematics, physical education, art, and music. Very few districts provide science specialists used in the same manner, and many districts are eliminating science department chairs and coordinators as well. This creates a leadership vacuum in science which desperately needs to be filled.

Even if these basic needs are met, there would be no guarantee that students would be any better prepared in science for a modern world. The very structure of our school day is an anathema to the type of learning which will be needed for success in the world of the future. Doing real scientific work means taking data over a long period of time at specific intervals and keeping careful records. It means reading previous research, making hypotheses, and relating information to what is happening in other areas of the real world. It means time to think, to internalize results, and to share these results with others.

In most of our nation's classrooms, the school day is broken into discrete units driven by bells. A particular subject is taught isolated from all other subjects, and often isolated from the real world. Students work alone at desks in teacher-dominated classrooms, where they rarely make decisions meaningful to them. Research has shown that students seldom make connections between what is learned in school and their lives in the

world outside school.

Some schools have attempted to make changes with team-planning, modular scheduling, whole-language, and cooperative learning, but they have had to curtail their projects due to staffing shortages and budget cuts. There are major curricular projects which are attempting to make science more meaningful by making connections among the sciences, and between science and the world in which students live.

These reforms require major change in the ways in which science is implemented. While many science teachers see the need for change, they lack the time, energy, or power to effect such changes. They look to their professional organizations on the state and national level to provide this leadership. Our organization is attempting to impress upon government and industry that we already know what needs to be done. We just need to be given the means to do it.

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What Connecticut Teachers Need for Effective Schooling



THOMAS "TIM" WEINLAND

President, Connecticut Council for the Social Studies

Needed: Habits of the Mind, Not a Cocktail Curriculum

We have E.D. Hirsch, Jr.'s list of what constitutes "cultural literacy"—labeled by others "the cocktail curriculum."

I think it fair to say that Connecticut's teachers want and need what teachers anywhere in the world want and need: respect, financial support, time to do their job, and students committed to learning. Without disagreeing with any of those needs, I would like to push out in another direction. I would like to submit that before teachers can engage in effective schooling, they must experience effective schooling in both preservice and inservice education. As I develop this argument, I want to emphasize that the views I express are my own and are not necessarily representative of the Connecticut Council for the Social Studies or the School of Education of the University of Connecticut.

Let us begin with the two charges leveled against the nation's schools and teachers by just about anyone who has learned how to bash: "American students don't know anything and they can't think." I don't want to get into the degree of accuracy of these charges. I have seen much in Connecticut schools that is exciting and creative—"effective" by any definition of the term. Unhappily, I have had some experiences in Connecticut's schools which lead me to conclude that Connecticut's schools, teachers, and universities could be doing better. I continue to believe that too many teachers and students confuse "historical information" and "history," assuming that the mastery of factual information and terminology is equivalent to mastery of the discipline. I still see too many tests with true-false questions and essays which call for regurgitation of the textbook. I still see too many students who can't make the transition from knowing a fact to using that fact as evidence in developing an argument. In short, while Connecticut students enjoy much effective teaching, too much evidence of ineffective schooling remains.

Some of this issue of effectiveness is definitional, some is philosophical. What students know and what they can do with what they know has also been the subject of considerable analysis. Much of the discussion represents variations on the long-standing "process-versus-product" debate. "How can students think until they know something," argues one side. "American students don't think because there is nothing in the curriculum worth thinking about," comes the reply. And the debate drones on. We have E.D. Hirsch, Jr.'s list of what constitutes "cultural literacy"—labeled by others "the cocktail curriculum." And we have numbing lists of thinking skills essential to "critical thinking," along with dazzling lesson plans which purport to "teach" a single thinking skill. The amount of paper used by these self-proclaimed experts to define either what students should know or the meaning of the word "think" has likely decimated a medium-sized forest.

With these comments as background, I want to focus on the responsibility of the universities and more specifically the schools of education in those universities. When we try to identify the source of a problem and the source of the solution to the problem, our usual response is to point to others. I would prefer to start with my mirror. University education, from general education requirements to academic majors to teacher education programs, can contribute to ineffectiveness or effectiveness in the public schools. To the extent that there is ineffective schooling in Connecticut, colleges and universities, including their schools of education, must become part of the solution.

A university education needs to help all students believe that what they learn in a classroom is a basis for thinking, not an end in itself. We need to help preservice teachers to relate what they learn in college class-

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rooms, both in academic majors and methods courses, to what they see in schools. We need to urge students to make comparisons, to see connections, to make analogies, to apply experience and analyze results. We need to encourage students who would be teachers to ask questions about what they see and what they are doing and to be effective critics of their own performance as both teachers and learners. And if students can not or will not engage in this kind of teaching and learning as they prepare to be teachers, we need to be courageous enough to suggest that they pursue another profession or, as the cliché goes, "a less significant line of work."

Perhaps most important, these behaviors should not be confined to a methods class or a student teaching seminar. University students who would be teachers must develop "habits of the mind" which they apply in every course. They must believe they can learn in a discussion as well as a lecture. They must believe that primary materials are as important to learning as a text or a scholarly secondary source. They must believe that a good question is as important to learning as a good answer. They must expect that every college examination will require them to use what they know in a new situation: to apply learning, to test the accuracy of a claim, to develop a theory, or to compare and contrast. The study of Bloom's taxonomy in educational psychology should not be "new news;" it should be information which confirms the on-going experience of their college education.

These experiences are part of a good college education; they are also part of good high school education, middle school education, and elementary education. And they are part of a good teacher education program. Too often, the worksheets of elementary school are replicated by a high school assignment to "answer the first four questions at the end of

the chapter." Too often, 42 lectures, eight books, and two multiple choice exams make up a three-credit college liberal arts course, followed by a teacher education program that stresses lecture, cook-book lesson planning, and student teaching in classrooms with the assignments noted above. Without intervention at some point, we will repeat this cycle forever. Moreover, it is not enough for education professors to preach a "new way." I still recall the days of lectures on "open education;" talk about oxymoronic behavior! If a "new way" is good enough for pre-collegiate students, then it ought to be the "way" that teachers learn to teach. Only then are they likely to believe that that process can work; only then will they be willing to apply that process in their own classrooms.

"What do Connecticut's teachers need for effective schooling?" Colleges and universities are a part of the problem; they must become part of the solution. If university programs provide effective academic majors and professional education courses, in which students are constantly challenged to use what they know, such programs can go a long way to influencing effective teaching. If preservice and inservice professional teacher programs practice effective education, then we can provide our teachers with the learning skills essential to effective teaching and the confidence to use these skills in their teaching. Only then can we ask teachers to demonstrate the patience necessary to help their students move toward integrating information with thinking as the central activity of their learning.

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What Connecticut Teachers Need for Effective Schooling



VALARIE A. COPPOLA

President, Connecticut Speech-Language-Hearing Association

Meet the Needs of Students Through Collaboration

A collaborative process . . . will make effective schooling for all our students possible well into the 21st century.

A collaborative service delivery model implemented by speech-language pathologists in cooperation with teachers and special educators is contributing significantly to effective schooling in districts across Connecticut. In contrast with traditional practices of working independently by pulling students out of their regular classrooms for services, speech-language pathologists are now working alongside classroom teachers and facing together the challenge of teaching all children regardless of their backgrounds, abilities, and disabilities.

Speech-language pathologists are specially trained in the developmental sequence of language acquisition and in methods to stimulate and establish each level of that development. Since language acquisition impacts on academic achievement and classroom performance, speech-language pathologists must work with teachers, curriculum directors, and board of education members to develop and modify areas of the curriculum so that the content of instruction is consistent with the developmental sequences of language. Not all kindergarten students are ready for instruction in sound-symbol association skills. Many primary grade children first need considerable exposure to and assistance with the language and structure of stories through listening and discussion. Other young children need activities that address basic concept development such as first/second, before/after prior to learning the application of these concepts to mathematical instruction. Intermediate grade students require explicit instruction, modeling or formatting to learn narration (writing a story) and exposition (writing a report). Secondary students need explicit instruction in figurative language, language codes and styles, as well as complex sen-

tence processing in order to meet successfully the demands of high school textbooks and the classroom lecture format. These and many other modifications aid in focusing the curriculum and instruction on the developmental needs of students. Speech-language pathologists, by working directly with teachers and curriculum directors, serve as a vital resource in helping to develop and implement such instruction.

Our classrooms are increasingly multicultural. Subject content has evolved to acknowledge and celebrate that heritage and to sensitize our young people to cultural differences. Speech-language pathologists can take an active role in facilitating understanding of and responding to the unique language and communication characteristics of our many cultures. This enables all students to make effectively the transition from oral to the literate language styles, and to move from effectively communicating among peer groups, and to effectively communicating across all contexts and all demands.

Recent legislation at the federal level has ushered in a new age of civil rights for Americans with disabilities, and renewed efforts to include all handicapped children in mainstream education will challenge our skills to teach effectively these children whose needs are more complex and who will require alternative methods of instruction and learning. Speech-language pathologists working closely with teachers to bring about an understanding of the particular needs of these students can demonstrate: how the developmentally delayed kindergarten child can participate meaningfully in a sharing activity; how a wheelchair bound child can work in a chemistry lab; how a traumatically brain-injured adolescent can be transitioned back into a classroom setting from a rehabilitative program; and how curriculum, in-

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structional activities, tests, directions, routines, and assignments can be modified to meet the needs of students whose weaknesses range from subtle to profound.

Teachers can play an integral role by collaborating with speech-language pathologists in designing and delivering lessons in their classrooms. Team teaching provides the flexibility and stability needed to individualize instruction for disabled students. It is this prescriptive instruction delivered in the classroom which allows for inclusion and makes habilitative services immediately relevant to the content and demands of the classroom. In turn, this maximizes the educational impact of the services provided by speech-language pathologists and audiologists.

Children with hearing loss can present special challenges and rewards to classroom teachers. Although not commonly employed in public school settings, audiologists can serve as a valuable resource by providing teachers with information about a child's hearing loss and how it impacts on language and educational performance. A child using special classroom amplification and assistive listening devices may need modifications in teacher presentation as well as additional academic modifications to best access the material.

Audiologists, besides providing aural rehabilitation to a child with a hearing loss, consult with teachers on implementing environmental modification such as, preferential seating and using a carrel to reduce noise levels. The speech-language pathologist often functions as a liaison between the audiologist and school personnel. This ensures that a child with a hearing loss is able to meet the communicative demands of the classroom.

School speech-language pathologists and classroom teachers are in a position to respond to the challenges of large class size, multicultural populations, and the

inclusionary education of handicapped students. Connecticut teachers and speech-language pathologists will benefit from this mutual support so that together they can plan and deliver effective schooling for all students. A collaborative process that makes use of all our unique areas of expertise will make effective schooling for all our students possible well into the 21st century.

Valarie A. Coppola is a speech-language pathologist with the Area Cooperative Educational Services (ACES) center in Hamden. She has had 14 years of experience in public education. Coppola earned her B.A. from Southern Connecticut State University and her M.A. from the University of Illinois.

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What Connecticut Teachers Need for Effective Schooling



DAVID B. HOPSON

President, Connecticut Vocational Agriculture Teachers' Association

For Effective Schooling, Teachers Need Support

Teachers face a constantly increasing variety of challenges which must be met in order for all students to learn.

Research has shown that a student who is motivated, supported outside the school, and concerned with education will be an effective learner in a variety of situations. But currently only few such students are included in the population teachers must deal with every day. Academic study finishes a poor second because the very survival, either physical or emotional, of students often comes first.

Society seems to be placing the preponderance of blame on teachers for the lack of pupil academic progress instead of praising teachers for their efforts to connect with students. Given today's time constraints, fiscal limitations, and increased pressures on school systems, it is miraculous that teachers do so well in helping students cope with life while still giving them a fundamental education. Teachers face a constantly increasing variety of challenges which must be met in order for all students to learn. Connecticut teachers require opportunities to address these challenges; in recent years limitations that have little to do with improving the effectiveness of public schooling have been imposed.

What are these limitations? They include challenges to reasonable funding levels by local communities, a reduction in state aid to education; and increased requirements from local, state, and federal governments without the requisite increase in long-term financial support. The media and politicians often demonstrate bias in citing only those studies showing the inefficacy of public schools. A lack of unanimity is revealed by educators and the public about what schools should be and do, which leaves all parties defining success or failure by their own set of standards.

Challenges to retirement and health benefits for school staff and numerous other changes that have little to do with the im-

provement of education force individual teachers to take time away from students in order to counter destruction of the very institutions in which schooling takes place. Thus, teachers must do more with less, deal with larger classes, prepare lessons for students with greatly different needs, and wonder what time-consuming battle must be fought next. All this occurs in a societal climate in which teachers receive little respect, admiration, or support from their various constituencies.

What is needed? Assistance in fulfilling current teaching responsibilities is of prime importance. This means fiscal support from local, state, and federal governments so that teachers can worry about how best to meet the needs of their students rather than be preoccupied with obtaining basic supplies or wondering how to teach the skills needed in the year 2000 with textbooks, equipment, and facilities that are years out of date. Teachers need support at all levels to reach out to parents and aid them in managing the 18 hours a day during the academic year and the 185 days outside of the academic year when students are not in school. Teachers need to help to reach out to the community—including those people without children, those who are retired, and all those who could help improve public education if they only had guidance. The business community must be integrated into the public-education support system far beyond mere fiscal support. Businesses should be involved in sharing information, people, and facilities.

Administrative support must be solicited to cut down on inefficient and costly use of teacher time to monitor halls, supervise the lunch room, conduct study halls, manage the parking lot, and assume a million and one other responsibilities best left to volunteers or non-teaching staff. Teachers need more assistance from secretaries and

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custodians so time spent duplicating lesson materials, updating student records, and maintaining facilities is more appropriately used in working with students.

Collectively, teachers need to increase their role in the school and community and be allotted time to fulfill these expanded responsibilities. They need to be aware how their students live beyond the schoolyard gate. From early intervention and helping to educate the family in elementary school to interacting with employers in high school, teachers need to become more involved in the overall education of their students. Students continue to experience life, interact within the community, and learn outside of the 180-day school year. Teachers are told to encourage and develop in students the skills needed for life-long learning, but they are given little opportunity to cultivate this in their pupils because of the part-time nature of the public school system.

School boards, administrators, and teachers must investigate the possibilities of extended contracts for all staff, less time spent in formal classroom situations, a reduction in the number of "duty" periods, and a mutual agreement expanding and defining teachers' job descriptions. Teachers must be allowed to spend far more time interacting with their various constituencies—students, parents, people in the community, businesses, non-teaching staff, and government officials—all of whom are part and parcel of a community. Teachers and schools should not function independently of the world because, in doing so, they risk becoming isolated and losing touch with the very people and institutions they serve and the input they need to be effective.

Additionally, teachers need to become managers of the people and systems that comprise schools instead of being just one cog in a bureaucratic organization. Instead of teach-

ing individually in single classrooms, teachers need to expand their professional ties and look not only to other teachers and staff members in the school but to other "teachers" outside the schools who are interacting with students more frequently than classroom teachers, given the status quo. As professional educators, teachers need to take responsibility for managing both their time and that of students and support staff. Educators need to continue to blur the distinction between teachers and administrators in dealing with students; they also need to define better the difference in operating the "school system."

Assigning duties without the resources and freedom to act is not responsible on the part of administrators, elected officials, parents, or anyone else concerned with education. Teachers need flexibility and the resources to fulfill their responsibilities and to meet the accountability standards that must accompany any expansion of the teachers' role.

Just as doctors, lawyers, and other professionals are held accountable for their professional actions because of the control they have over their professions, so must it be for teachers. If teachers seize the opportunity to expand and define their profession, to work with students and the community in improving schools, there is little doubt that Connecticut education will become more effective.

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For young children, the world is an integrated, not compartmentalized place.

CARLA M. HORWITZ

Past President, Connecticut Association for the Education of Young Children

Early Childhood Education: Dealing With the Whole Child

While contemplating the title of this special publication, *What Connecticut Teachers Need for Effective Schooling*, I have been tempted to use a bit of poetic license and raise the issue of What Connecticut Teachers Need for Affective Schooling.

As an early childhood educator and president of the 2,200-member Connecticut Association for the Education of Young Children, my reason for changing the "E" to an "A" has a specific intent. This small revision provides a shift of focus and enables us to look not only at the academic needs of young children, but also at their emotional and social needs as well.

It is this ability to be concerned with the "whole child" that has always distinguished the field of early childhood education. This term is now almost a cliché, but it is still meaningful if we consider the young child (from birth to eight years old) not only as a cognitive, learning being, but as one whose feelings, physical attributes, and place in the family and the community are all of a piece, contributing to and driving development.

Connecticut (and indeed the nation) is faced with significant challenges, particularly in the areas of health and education. I do not wish to belabor points we all know well — the incredible stress on the American family, the enormous changes in society and values, the new expectations for schools and teachers to take on some of the roles of the extended family and the community. However, these changes are a part of the current reality. All of us who work with young children and families are being asked to do more, and the question we must ask ourselves is "How?", not "Why?".

One answer to this question involves proposals for instituting a massive new system for providing care and education

for young children whose parents work, or must work, outside the home or are unable to care for their children during most of the day for other reasons. While many sectors of society see child care sponsored by or funded through the state as a form of socialism, it is clear from the data gathered in Connecticut and around the nation that child care is a necessity for many. The number of families who need such care grows geometrically every year.

If, then, we cannot expect mothers to return to their place at the stove any time soon, what are we to do to provide for the many young children who must be nurtured, supervised, and educated even before they reach traditional school entrance age? And, further, what must schools do to be ready for them?

It is clear that traditional elementary teacher training programs are not yet designed to prepare teachers to solve these problems. Having completed one such program and holding a master's degree in urban education and certification to teach levels nursery through grade eight, I am certainly well aware of how unprepared I was for the job I currently hold as director of a preschool program for children ages 18 months to six years. What is required for teaching and caring for very young children is very different from what schools consider important skills for teachers of the elementary grades.

What, then, are the differences between much preschool and elementary education? And what are the implications for schools if, faced with the hope of more universal child care, the community looks to an obvious and already existing space, the school, to house this care?

Preschool teachers, not unlike the best elementary school teachers, are informed in their planning and performance by their background in child development, their ex-

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perience with young children, and their abilities as careful observers and thoughtful listeners. Research has repeatedly demonstrated that programs provide quality, developmentally informed child care and education when class size is small, the ratio of teachers to children is high, and the staff has significant training in the field of early childhood education.

Teachers of young children, however, routinely think about the day, the curriculum, and the children's lives in ways that are very different from those of elementary school teachers. Since we are, indeed, dealing with this "whole child," often for a whole day (up to ten hours in some cases), we think seriously, not only about how children learn, but about what children need outside of the traditional classroom setting — about eating and sleeping, toileting, dressing, the outdoors — and often, if it is day care, about the demands of the long day on both children and adults. These areas of "bodily functions" or "transition times" or "recess" and "lunch duty" are ones that teachers of school age children have often given over to aides, playground and lunchroom monitors, or some other members of the staff whose training is often not as professional. However, it is these crucial times when we care for as well as educate young children that often matter the most in their lives at school.

For young children, the world is an integrated, not compartmentalized place. It must, therefore, be confusing, even to kindergartners, that only some parts of their day are attended to by their teacher. We know that it is through the valuing of their bodies in the gentle and respectful way we handle them that young children learn self-esteem. It is through feeding and sharing mealtime experiences that we can help children feel satisfied and cared for. It is through nurturing a child struggling with separation, or anger, or fear

that we help build the sense of the world as a safe place. It is through supervising and supporting the more active and sometimes stressful relationships on the playground that we help children learn to negotiate and solve problems with friends and peers. It is through thoughtful provisioning of materials and the encouragement of active, exploratory, and dramatic play that we help children learn about their world in the ways most appropriate to their age, style, and ability.

One of the hallmarks of a good early childhood program is the emphasis on children's self-initiated and spontaneous play. Schools, with their attention to academics, lack of materials, and complex routines and schedules, are often lacking in this major component of appropriate learning for young children. However, it is crucial that teachers support and understand young children's need for play before we set the children, soon enough, to work.

Preschool teachers, especially those who work the long hours in child care, have a significantly different relationship with parents than do elementary school teachers. In order to provide sensitive and responsive care, teachers and parents must be partners in the enterprise of educating and taking care of children. Home and school must communicate often, and important family events must be understood by the teaching staff, as the impact on children of these events is profound. It is, in fact, a great luxury — as well as sometimes a great nuisance — to be able to see parents on a daily basis as they turn their children over to us at the start of the day and as we return them to their families at closing time. If a more comprehensive system of child care using the school building (and perhaps school buses) is to be instituted, a way to

(see Horwitz page 48)

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What Connecticut Teachers Need for Effective Schooling



JEFFREY S. SMITH

President, Connecticut Music Educators Association

Music for the Development of the Whole Person

The students of today are the administrators, politicians, and taxpayers of tomorrow.

What do Connecticut music teachers need to accomplish effective schooling? The answer is: JOBS AND FUNDING. Federal, state, and local politicians have reduced or eliminated the necessary funding for effective music programs. The future of music education in Connecticut lies in the hands of the teachers throughout the state.

Music educators of Connecticut face their greatest challenge in the next decade: the development of a sequential and comprehensive music program for K-12 students taught by qualified and certified music educators as part of a regular daily curriculum. If parents, educators, administrators, and taxpayers don't insist on music programs being available to the children of the future, we will create insensitive, shallow, and hollow adults. Without music programs, teachers cannot develop an effective learning environment that suits the needs of every child.

We can develop a positive musical environment only by first educating administrators, politicians, and parents. Each and every music teacher must take time from his/her busy schedule to sit down and discuss the need for music in schools with administrators, politicians, and the parents of every student with whom we have contact now or in the future. Our biggest asset is our ability to communicate the need for music. Everyone whom we contact must be made to realize that a complete education must incorporate music for the development of the whole person.

Once we have effectively communicated our cause, we must then demonstrate our ability to teach children to create music. The students learn delicate motor skills utilizing their entire body. These developed motor skills are used to emulate sounds previously heard. As soon as the ability to mimic has been mastered, the

students demonstrate the artistry to create sensitive and delicately designed musical presentations which must be presented to the public for their recognition.

Concerts and public performances show politicians, boards of education, and private citizens that our music departments are active and productive. Every endeavor should be made to provide frequent public concerts, displays, and open houses. We must continue to enhance our programs through the exploration of modern musical literature, varied pedagogical techniques, and renewed teacher enthusiasm. These methods create more enlightened, responsible, creative, conscientious, and appreciative students. When this cycle of events is complete, we will have begun to address the challenge.

The students of today are the administrators, politicians, and taxpayers of tomorrow. We must make a positive musical and artistic impression on the students of today so children of the future may have music in their curriculum.

It is apparent that many of today's politicians and taxpayers experienced only a substandard music education. If they had participated in a comprehensive music program when they were in school, they might now have a greater appreciation for music. We, as music teachers, must REACT today. With an aggressive demonstration of the need for comprehensive music programs, we can teach future politicians and taxpayers an appreciation and need for the arts. In doing so, the future of music for the children in Connecticut may be secured.

What Connecticut Teachers Need for Effective Schooling

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monitoring student progress. The problem arises from reliance on a single-measure instrument which is norm-referenced, as the tests tend to "overstate achievement levels in many schools, districts and states" (Mitchel, 1992). Multiple choice tests fail to reflect real life; few occasions in life call for multiple choices presented to an individual. The Connecticut State Department of Education has begun to move away from this method of evaluation by turning to open-ended assessment questions which call for students to construct meaning through written responses. The evaluation method is presently seen in the 10th grade-Connecticut Academic Performance Test (CAPT).

A major need in the area of assessment is a variety of responses to evaluation. Because a teacher has daily contact with a student, a teacher's observations should supply one aspect of a student's evaluation. In addition, portfolios or a collection of a student's work must be included so that a longitudinal assessment of growth is possible. Collaborative tasks which measure a students' ability to "participate as a member of a team" should provide another indicator. The U.S. Department of Labor calls for teamwork as a workplace competency in *Learning for a Living* (1992).

According to Ruth Mitchell of the Council for Basic Education (1992), *the ultimate aim of an educational evaluation system must be to train students to assess their own progress and their own products. That is why our assessment methods should provide a model for students and why students should be able to learn self assessment from the examples they encounter in schools.*

In the hot and cold wars, Connecticut's industry supplied the technology and weapons needed to defend our country. With the demise of the Soviet Union, the inability of the defense industry to convert to a peacetime

economy has been partially responsible for our economic recession. Connecticut's teachers need to become the new defense industry for the state. We must develop the mind. The factories of Hartford, Waterbury, and Bridgeport are decayed and rusting. Our desire and duty is to ensure that the minds of our young people neither rust or decay!

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technology.

"Begin where you are but don't stay there." We all must hear that message and move! Let it be the energizer we need to accept change and join the instructional revolution in languages, to press for foreign language study to be part of the core curriculum, to access the curriculum leadership, training, and resources we need to teach effectively in Connecticut schools, and to regain our national status. Otherwise, to stay where we are is to travel backward into the future.

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In spite of the difficult economic times in which we find ourselves, I am optimistic about our ability to provide effective schooling. I do see fewer teachers and larger class sizes. However, I also observe mathematics teachers attending all types of professional meetings. I hear teachers discussing the NCTM Standards. I see schools that have revised their curriculum with respect to technology. I see teachers experimenting with new teaching techniques. I see students using technology to complete their assignments. I also see much work to be done, and it must be done quickly. No one ever said that providing or receiving an education was easy.

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What Connecticut Teachers Need for Effective Schooling

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therapists fail to communicate with the student's teacher, and the school is not informed of progress or termination of therapy. Privatization of services, a budgetary solution currently under discussion, would not meet the same commitment level of the school team nor the same accountability in solving students' problems.

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maintain this important daily contact must be found, and many teachers must be helped to become more comfortable with the inevitability of parent involvement and even parent scrutiny.

Early childhood education and child care are important to Connecticut's families and pose challenges and opportunities to Connecticut's teachers and schools. Young children are entering child care in ever-increasing numbers and at younger and younger ages. The National Association for the Education of Young Children (NAEYC, the largest professional early childhood organization in the country) has created an accreditation system which provides a measure to assess quality and a means to attain it. Seventy-nine preschool programs in Connecticut have currently attained this high standard, and more are in the process.

Connecticut currently allows student teachers preparing for elementary certification to be placed in NAEYC-accredited preschool programs for their training, recognizing the importance of accreditation in the achievement of high-quality preschool education. Various colleges of education in Connecticut are now paying more attention to their programs for preparing early childhood professionals and instituting changes in existing curricula and requirements as a response. A task force in

Connecticut's Department of Education is currently exploring the granting of early childhood certification to those teachers who have chosen the more specialized field of early childhood education in which to study and teach, rather than the more general and less applicable elementary certification with early childhood endorsement.

Many exciting changes are taking place in the field of early childhood education as well as in Connecticut's families and schools. It is the challenge for all of us to ensure that these changes are brought about with the achievement of high-quality education for young children as our ideal.

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What Connecticut
Teachers Need for
Effective Schooling

CONNECTICUT EDUCATION ASSOCIATION

The Connecticut Education Association (CEA), an affiliate of the National Education Association (NEA), is an organization of 30,000 classroom teachers. CEA is an advocate for teachers' interests at the local, state, and national levels of government. Governed by an elected 28-member board of directors, CEA employs a 69-member staff. CEA maintains a central headquarters in Hartford and nine regional field offices throughout the state.

CEA works to advance the cause of free public schools; promote the continuous improvement of education; recognize the importance of the teacher as the preeminent member of the profession; encourage professional excellence and growth among educators; advocate and protect the civil, human, and professional employment rights of its members; and insure members full and effective participation within the Association.

INVITATION FOR MANUSCRIPTS

Topics to be addressed in this CEA ongoing series of occasional papers -- Professional Issues in Public Education -- shall be concerned with the integrity and general welfare of students, teachers, teaching, and public education.

CEA members interested in being considered for writing an occasional paper are invited to submit an abstract of the proposed article to:

John C. Board, Director
Professional and Organizational Development
Connecticut Education Association
Capitol Place, Suite 500
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